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THE UNIVERSITY OF ALBERTA

A RELATIONAL ANALYSIS OF MOTHER-RELATED VARIABLES, USE OF PARENT SERVICES, AND DEMOGRAPHIC FACTORS.

by

SHELLEY LANGFORD

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1988

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "A Relational Analysis of Mother-Related Variables, Use of Parent Services, and Demographic Factors" submitted by Shelley Langford in partial fulfillment of the requirements for the degree of Master of Education in Counseling Psychology.

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Supervisor

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DATE ..... April 25 ..... 1988.

ABSTRACT

Relationships among mother-related variables, use of parent services and demographic factors were studied.

The sample consisted of 80 mothers from the St. Albert community. Forty mothers that used the services of St. Albert Parents' Place were compared with forty mothers who had not used parent services.

Specifically, scores for mothers' sense of competence, social isolation, and relationship with spouse (Parenting Stress Index, Abidin, 1983), and scores for mothers' irrational beliefs (Parental Irrational Beliefs Scale, Calder, 1987) were correlated.

Relationships among the mother-related variables and the use of parent services were examined using analysis of variance.

The mother-related variables were correlated with number of children, age of eldest child, employment status, family income, and education level.

Positive relationships were found between: sense of competence and relationship with spouse; irrational beliefs and social isolation; education level and sense of competence; age of eldest child and relationship with spouse; family income and relationship with

spouse; and, employment status and sense of competence.

Negative relationships were found between: sense of competence and irrational beliefs; sense of competence and social isolation; relationship with spouse and social isolation; relationship with spouse and irrational beliefs; education level and irrational beliefs; age of eldest child and irrational beliefs; age of eldest child and social isolation; number of children and social isolation; and, family income and social isolation.

Parents currently receiving services had greater total stress, as measured by summing the Parenting Stress Index scores for sense of competence, social isolation, and relationship with spouse.. Users perceived lower sense of competence, weaker spousal relationships, and greater total stress. In addition, they experienced more emotional impact from parenting and less spousal support with child-rearing. Users were also less likely to be gainfully employed. A need to examine personality factors and support mechanisms as key components of parent services was indicated.

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CHAPTER I

THE PROBLEM

Introduction

This study deals with an investigation of the relationships among mothers' sense of competence, social isolation, relationship with spouse, and irrational beliefs.

Recently there has been proliferation of resources to assist parents in the role of parenting. Parent education and support programs have become increasingly more visible and more popular. Increased parenting-related stress has provided much motivation for these developments. A better understanding of the variables associated with parenting-related stress is required.

Much of the focus in parent education has been placed on the content and knowledge component of programs and services. Understanding children's needs, behavior, and appropriate methods for parents to achieve desired behavioral results have been emphasized. Implicit in this emphasis was the belief that parents need information and knowledge to become effective parents and that parent educators merely needed to focus on finding the right methods and

knowledge to impart to parents. Parent educators, however, reported wide disparity in parents' abilities to apply new knowledge to parenting situations. Many parents who were able to verbalize knowledge and describe the appropriate application of ideas learned, reported frustration in their apparent inability to apply their desired methods.

A great need exists to understand factors which may influence difficulties parents face in the parenting role. Further understanding in the process area of parenting may enhance parent services by promoting a greater balance between the content and process components. This study attempted to furnish some clarification through its examination of relationships among mother-related variables, use of parent services and selected demographic factors.

Relationships among sense of competence, social isolation, relationship with spouse, and irrational beliefs were examined using correlation. Analysis of variance was employed to study relationships among these mother-related variables and the use of parent services. The mother-related variables were also correlated with the following demographic factors: number of children, age of eldest child, employment status, family income, and education level. A

common perception, and one that has hindered the funding and development of parent-related services, is that parents who utilize services are not those in highest need. Questions like who resources and services should be aimed at, the well family, to enhance family functioning, or the family experiencing greater stress, have frequently been raised. McCubbin et al (1980) recognized "a need to understand how and when families negotiate and conduct transactions with the community to gain social support".

There exists a need for better comprehension of personality variables, social support mechanisms, demographic factors, and their inter-relationships. Increased understanding of the influence these factors have on parents seeking education and support services, may assist in the planning and development of more effective parent programs.

This study, conducted in the St. Albert community, examined the sense of competence, the irrational beliefs, the social isolation, the spousal relationships, and demographic factors of 40 mothers who used the services of St. Albert Parents' Place, and 40 mothers who did not utilize parent services. Demographic variables provided valuable comparative

analysis between the two groups studied.

This study addressed the relationships among mothers' sense of competence, social isolation, relationship with spouse, and irrational beliefs within an upper middle class suburban community. Only mothers who were married or living common-law and who had at least one child fifteen years of age or younger were randomly selected for the study. Care must be taken in generalizing results to larger more diverse groups. As with most empirical research, the study was limited by the particular scales chosen. The current study was limited to an examination of mothers' perceptions of their parenting role. This does not infer that the role of the father was of less importance, but merely reflected a need to avoid further complexity in the study.

Purposes of the Study

The primary purpose of the study was to investigate relationships among mothers' sense of competence, irrational beliefs, social isolation, and relationship with spouse. An examination of the relationships among these mother-related variables and the use of parent education and support services was the secondary purpose.

The investigation of relationships among these mother-related variables and selected demographic factors was an ancillary purpose. The demographic factors chosen were: age of eldest child, number of children, mother's employment status, family income, and mother's educational level.

Definition of Terms

For this study, the following definitions pertain.

Sense of competence is the level of perceived parental self efficacy. This is the overall assessment by the mother of her functioning in the parenting role.

Irrational beliefs means the degree to which the mother holds irrational beliefs with regard to the parenting role (Ellis, 1962). Operationally, in this study, irrational beliefs are defined through the Parental Irrational Beliefs Scale (P.I.B.S., Calder, 1987).

Social isolation is the degree to which an individual perceives lack of social support for the parenting role.

Social support mechanisms are persons, groups or organizations perceived by the individual as

supportive.

Relationship with spouse is the level of perceived and active emotional support by the spouse in the area of child management.

Utilization of programs and services of a parent resource center means the individual has used the services of St. Albert Parents' Place.

Employment status refers to whether or not the mother is gainfully employed outside of the home. Part-time employment is classed as 28 or less hours per week, while full-time is 29 or more hours per week.

Family income is defined as the gross income of the household.

Educational level is the highest level of education achieved by the mother.

Total stress is measured by summing the Parenting Stress Index scores for sense of competence, social isolation, and relationship with spouse. The Parenting Stress Index (Abidin, 1983) identifies sources and magnitudes of parent - child stress. Three sub-scales, selected from the parent characteristics domain of the Parenting Stress Index, were employed in this study: sense of competence, social isolation, and relationship with spouse.

CHAPTER II

LITERATURE REVIEW

For the purposes of this study a broad base of literature was required. First, an overview of the literature pertaining to parent education was completed. Social learning theory, with particular emphasis on perceived sense of efficacy and its application to parent services, was discussed. Irrational beliefs theory and its application to parenting stress was also examined. An overview of the literature dealing with stress in the parenting role was undertaken with a focus on social support, sense of isolation, and the marital relationship. Women's roles were examined in an historical perspective to identify changes and expectations with respect to the motherhood role. The chapter concludes with a review of the Parent Stress Index and the Parental Irrational Beliefs Scale, both of which were used in the parent survey.

Parent Education

There has been a profusion of books, films, programs and other resources directed at parents in the last decade.

Why has the parent education movement evolved? Several factors are identified as contributing to the parent education movement. Robertson (1984) cited the belief that better methods of child rearing could be acquired through parent education. Limited experience due to small family size, isolation from extended family and increased use of child-care outside the home have also been discussed (Clark, Stewart, 1978). Other arguments focus on the changes in family structure, as represented by an increased number of working mothers and single parents (Bronfenbrenner, 1972; LeMasters, 1977). Bigner (1979) argues that the problems of contemporary parenthood differ, thus rendering the modeling learned from the adult's own parents inadequate. All contributing factors to the parent education movement imply a need for education and support.

The value of parent education and support services (teaching parents how to parent), has been debated by numerous authors. Judah (1978) identified parenting as an activity where many accept parenting responsibilities without formal assistance and achieve successful results. Others have classified parenting as a humbling responsibility for which there is inadequate preparation. Toffler (1970), for example,

described parenthood as the greatest single preserve of the amateur. Yankelovich, Skelly and White (1977) lent support to Toffler's statement, reporting 70 percent of the parents in their survey desired "help to make the job easier" (p.27).

Wide diversity exists in defining the terms "parent education" and "parent support", Brim (1959) termed it "an activity using educational techniques in order to effect change in parental role performance" (p.20) and "in the last analysis ... to influence parent behavior in a way which is beneficial to the child" (p.29). McAffee and Nedler (1976) defined it much more generally as "any type of educational program involvement or interaction designed to increase potential competence and self esteem in the parenting role" (p.2). Education for parenthood was defined by Earhart (1980) as: "Any type of activities and experiences that provide information and guidelines for the parent role. The individual may not be a parent yet but can store knowledge gained for future use." (p.39).

In an analysis of parent education Robertson (1984) stated "the parent education movement is based on two unfounded assumptions (a) that we know what

parent education is or should be, and (b) that we know what should be taught" (p.104). She further highlighted the need for definition and theory development.

Self-efficacy

Throughout this study, the phrases "perceived parental self-efficacy" and "sense of competence" were used synonymously.

Considerable research has been conducted on applying self-efficacy theory to various domains of psychological functioning: depression, motivation, achievement, behavior, career choice and development, and athletic attainments. Results of these studies which link self-efficacy to other areas provide evidence that an individual's sense of competence affects psychological functioning and level of motivation (O'Leary, 1984).

To the researcher's knowledge self-efficacy theory has not been applied to the parenting role. Bandura (1982) identified the term "perceived self-efficacy", as judgments of how well an individual executes courses of action necessary to deal with potential situations. Perceived parental self-efficacy, for the purposes of this study, is defined as judgments of how well a

parent executes, courses of action necessary to deal with potential situations in the parental role.

Bandura (1977) developed the theory of self-efficacy within the framework of social learning theory. He postulated that the individual's perception of his capabilities was the crucial factor in determining behavior, level of motivation, thought patterns, and emotional reactions in taxing situations. Motivation and behavior are believed to be influenced exclusively by the common mechanism of self-efficacy.

Perceptions of efficacy exert considerable influence on the amount of effort an individual chooses to expend, as well as, how long a person will persist under adverse circumstances (Bandura, 1982). Self-efficacy theory, differentiating between efficacy expectations and outcome expectations, shows how sense of competence moderates the relationship between thought and action. The differentiation between efficacy expectations and outcome expectations, within self-efficacy theory, helps to explain why merely educating parents on appropriate methods of child-rearing does not necessarily result in changing parental behaviors. In order to effect change, a parent certainly requires knowledge and skills, but of

equal importance is the perception of being able to do so. Dembo, Sweitzer, and Lauritzen (1985) presented inconclusive research on the effectiveness of parent education programs. Greater understanding of parental efficacy may provide a vital link in improving the effectiveness of such programs.

Expectations of personal mastery affect both initiation and persistence of coping behavior (Bandura, 1977). Whether an individual will try to cope with a given situation is dependent on the strength of that individual's convictions with respect to their effectiveness. Efficacy expectations also impact coping efforts once they are initiated (Bandura, 1977). They determine how much effort will be expended and how long the individual will persist in the face of obstacles. There is a direct theoretical relationship between effort involvement and the strength of perceived self-efficacy.

Previous successful experience in dealing with stressful situations does not automatically contribute to a perception of self-efficacy. Bandura (1977) pointed out that prior experience may be judged successful by the objective observer, but not by the individual involved. Further, individuals who do not have perceptions of efficacy will not act in this

manner.

Gibaud-Wallston (1977) identified the key determinant of a state of crisis as "a lack of competence, real or fantasized, in meeting situational demands".

Parents' efficacy expectations probably influence several aspects of their parenting roles. The stronger the sense of competence, the greater the possibility that the parent will initiate action under stress. The strength of perceived self-efficacy will also determine how long parents may persevere and how much effort will be spent in the face of adversity. Parenting has been classified by many as a humbling experience, requiring high levels of persistence and patience. Parents with higher levels of perceived self-efficacy, coupled with the necessary skills, are better able to meet the demands of their role.

Self-efficacy theory applied to services for parents could lead to a greater balance of education, skills, and understanding necessary for parenting. It would unquestionably influence service strategies and methods which, in turn, would favorably influence perceived parental self-efficacy.

This contention was supported by Sears et al

(1957), who suggest that parent education programs often emphasize proper child rearing behavior. However, findings suggested that what parents feel about themselves and their role may have greater impact on their relations with their children than what they do to their children.

In an evaluation of 48 parent education programs Dembo, Sweitzer, and Lauritzen (1985) concluded that more emphasis needs to be placed on understanding parents perception of their role and the processes through which they learn to be effective parents.

Irrational Beliefs

Irrational Beliefs were first identified by Ellis (1962) in his theory of Rational-Emotive Psychotherapy. He described individuals as auto-suggestible animals with the ability to keep reinforcing themselves with ideas learned in the past. Humans are believed to be the only animals who are able to utilize "self-talk" to initiate and control their behavior. The fact that individuals are very suggestible, especially during childhood, was identified by Ellis as the reason for easily becoming indoctrinated (by society) with irrational and erroneous ideas (Ellis, 1958, p.70). Once individuals

come to believe these ideas, it is presumed that they continue to re-indoctrinate themselves, consciously or unconsciously, using self-talk.

A major premise of the theory is that individuals have the capacity to be either rational or irrational. Ellis believed that it is only by developing the capacity to be rational that individuals are able to live a creative, self-fulfilling and emotionally satisfying life (Ellis and Harper, 1961, p.183). The capacity for irrational thought is believed to lead to emotional upset, unhappiness, and psychological disturbance. By employing rational and logical thinking, feelings of intense guilt, anxiety and other negative emotions can be avoided, at least to a very large degree.

Of major importance to rational-emotive therapy is the emotional control brought about by cognitive processes. Central to the theory is the concept of using "self verbalizations" to control emotions.

Ellis describes the process in an A-B-C theory: "A" is any particular event or happening which takes place in the environment, "B" is the individual's interpretation of this, and "C" is the individual's emotional reaction. In rational-emotive therapy, the

emphasis is on B, the individual's interpretation, or more accurately, what he believes, or tells himself, about A. The theory assumes that it is more frequently B which causes the emotional reaction, rather than A (the event itself).

The prevalence of irrational beliefs is thought to be a result of both a human's normal biological tendency toward irrationality and the numerous irrational ideas and notions which are taught and upheld by society.

Ellis delineated eleven major irrational ideas (Appendix C) which are responsible for the majority of emotional upset and disturbed interpersonal interactions (Ellis, 1962, pp.60-88). He also maintained that the individual is not only highly suggestible, but is unusually auto-suggestible. People continue to believe most of the arrant nonsense with which they are indoctrinated during childhood due to active and energetic 'verbal' re-indoctrination, thus making it an integral part of their basic life philosophy. This self-talking of nonsense permits adults to forget that their real needs are food, fluids, shelter, health and freedom from physical pain, and that psychological desires for love, approval, success and leisure are merely desires and not needs

(Ellis, 1962, p.21).

The particular language used by individuals to describe their feelings has much bearing on the emotional upset they inculcate into their beliefs and values. To define things as terrible and horrible when at worst they are "annoying, unpleasant, and inconvenient" is a kind of self-talking destructiveness frequently creating unnecessary emotional duress and pain. According to Ellis, without negative self-talk some degree of anxiety and hostility might well exist, but never the extreme and intense degrees which constitute emotional illness (Ellis, 1962, p.22).

Ellis feels that many of our most cherished and dogmatically upheld values, even those relating to parenting, marriage, freedom, education, are only assumed to be "good" values and are rarely seriously reviewed or questioned by those who repetitively keep teaching them to our children. Children acquire information from their parents and other authority figures and accept many irrational beliefs without questioning their validity.

Recent studies on stress (Meichenbaum, 1985; Lazarus and Folkman, 1984) identify the crucial variable in stress to be the individual's cognitive

appraisal of the event, rather than the event itself. Muldary (1983) suggests that the irrational beliefs upon which appraisals are made may vitally impair the accuracy of judgments, thus influencing the experience of stress. This author further suggests that managing stress may require the individual to restructure irrational beliefs and expectations in order to change habitual maladaptive ways of thinking and perceiving the world. This is due to the fact that distressing emotions and behaviors are mediated by unrealistic expectations of oneself and others.

Stress in the Parenting Role

Parenting, the period of child launching, has been viewed as one of the most demanding phases of adjustment. It coincides with a low point in marital satisfaction (Burr, 1970; Rollins and Feldman, 1970), is a likely time for mid-life crisis, and represents a demanding period in adult life (Levinson, 1978).

That parents are poorly prepared for their new role is generally accepted as fact (LeMasters, 1977). One reason may be differences in adult - child development. A major disparity exists between child and adult development. Kuypers and Bengston (1973) point to the fact that institutions exist for

socializing children throughout their development: interpreting, encouraging and guiding appropriately in each stage. However, no such institutions exist for adults. In the process of aging, the individual experiences a loss of normative guidance in many areas. Without guidelines and standards, it becomes unclear what is expected of a parent and whether or not the individual is a successful parent.

Self-doubt may be dealt with in various ways, some of which may result in lowered perceived self-efficacy. Self-evaluation theory postulates that the confusion and ambiguity regarding the nature of an individual's experience and adequacy of personal performance would most likely result in social comparison. When the information people glean from their experience is inadequate, ambiguous, or inconsistent, coupled with the lack of objective standards of performance, the discomfort associated with uncertainty creates the desire to compare oneself with others (Festinger, 1954; Gergen, 1971; Raven and Fisbein, 1965). Due to the fact that people rarely discuss their traits with others, covert comparison through observation is most often the basis for self evaluation (Kipnis, 1961).

Rosow (1967) emphasized the importance of social

integration into an appropriate reference group. He identified this as having a major influence on role model selection and standards of self evaluation. However, appropriate reference groups, consisting of other parents with children of similar developmental stages, and dealing with similar problems and concerns, are too infrequently available. This could lead parents to covertly compare themselves with others who may not be experiencing similar concerns. The result may be further doubt regarding competency. When uncertainty exists regarding performance, and it is not reduced by social comparison or objective physical criteria, the "magnitude of stress should become sizable" (Simpkins, 1972, p.12).

In discussing parenting as a generally stressful life event, Gibaud-Wallston (1977) suggested that few options are available for parents. The prevailing culture supports neither rejection of parenthood nor abortion. The irrevocability of parenthood is also cited: "We can have ex-spouses and ex-jobs, but not ex-children" (Rossi, 1968, p.32).

Implicit in this approach is the understanding that the process of parenting can be stressful for many parents related to numerous societal, technological and environmental changes. Personality factors as well may

play a large role in increasing parental stress. Parents who place high expectations on themselves and have a need to achieve in all areas are particularly vulnerable. This is due to the fact that it is very difficult to measure success in parenting. Procacinni and Klefaber (1983) refer to the variability in parents' perceptions of competence by using the analogy of moving up or down a ladder according to the actions of their children. Appropriate child behavior is thus related to feelings of competence, conversely inappropriate behavior leads to perceptions of incompetence.

The need for parent education and support services to assist parents in the demanding and stressful stage of child launching is clearly indicated.

Social Support, Sense of Isolation, and Marital Relationship

There is considerable empirical evidence demonstrating the positive effects of social support (Cobb, 1976). Appropriate support groups often facilitate changes necessary for individuals attempting to cope with crisis.

Although the protective effects of social support

have been empirically demonstrated in a wide variety of contexts and by diverse methods (Cobb, 1976), there has been little study of the effects of social support and parenting competency. Research by Hansen and Hill (1964), in the area of family stress and coping, showed that families that have the best prognosis for successful resolution of crises, are those with social networks and satisfying personal relationships. Resnick et al (1975) found that separation from the extended family and separation from enduring social networks often coincides with the birth of the first child. Therefore, emotional support, information, and skills need to be supplied from other sources. Hansen and Hill (1964) further document the isolation of the family and the difficulty in dealing with the stress of developmental transitions.

Yet, support offered by relatives has been questioned by Hobbs (1965). The associated demands and conflicts may produce greater stress, rather than facilitating coping. Hanburg, Coehlo and Adams (1974) repo~ted that with the advent of grandchildren, new grandparents frequently must work through their own developmental issues of being needed, of being old, and fears of future dependency. Minuchin (1974) elaborated on the difficulty new parents have in establishing and

maintaining appropriate boundaries in the family system to avoid the erosion or subversion of parental integrity and autonomy.

Silver and Wortman (1980) proposed that actual social support was less important than perceived social support, due to individual inaccuracies in estimating, positively or negatively, support resources. Social support is only helpful if the individual is able and willing to use it. Not all social support is helpful, particularly in the case where significant others encourage individuals to respond inappropriately or prevent an individual from responding in a way that would facilitate adaptation.

Resnick et al (1975) believed that members of new parent groups are able to develop more realistic standards through exposure to other parents also attempting to cope with the adjustment to parenthood. However, empirical evidence to support this claim was not reported, nor does other empirical research to date appear to be conclusive.

Much literature supports the contention that parents reporting better relationships with their spouse show more confidence in parenting and a greater sense of control. Numerous theorists have argued that

a good marital relationship provides the parent with emotional resources to face the stresses of parenting (Benedek and James, 1970; Minuchin, 1974; Belsky, 1984; Frank, Jacobson, Hole, and Huyck, 1986).

Changing Role of Women

Traditional roles for women, those of wife and mother, have, in recent years, been rigorously challenged. Education and career opportunities for women have undergone tremendous expansion. Partly as a result of increased career aspirations, many women are waiting longer before having children and a growing proportion of women expect to remain childless (Van Dusen and Sheldon, 1976)

To understand the role issues facing women today, a look at the sociological norms specific to role expectations, over the last twenty five to thirty five years, is necessary.

Traditional sex roles are based on the norms of the 1950's and early 1960's. As young children women of today (in the twenty five years or older range) were socialized to believe that motherhood was a women's major source of satisfaction and fulfillment, a women's primary reason for being (Bernard, 1974). Additionally, they were influenced by the "motherhood mandate",

which, according to Rusco (1976), defined a women's major role in life as rearing well-adjusted children. To accomplish this task the expectation was that women should stay at home.

Just as these women were entering adolescence and young adulthood the Women's Movement became prominent. This is of particular significance, since adolescence and young adulthood are developmentally a stage when the sense of identity is established. Options for the future are explored and personal goals and aspirations are developed. These young women, who in early childhood were socialized traditionally, were confronted with non-traditional ideas. Pifer (1979) identified this time as a period when educational and occupational opportunities for women increased, thus encouraging fulfillment beyond motherhood and family life through paid employment and careers.

Many authors have researched the pervasiveness of traditional attitudes with regards to motherhood in today's society. Schwartz (1980), in her sample of working mothers of infants, found the motherhood role took precedence over work when children were young. Paloma (1972), from a sample of career committed mothers, found that when women have young children,

mother roles override career roles. Liberal career motivated women were found by Gilbert et al (1981) to experience stress associated with combining motherhood and work. He concluded that this stress reflects a deeply rooted traditional value orientation towards the mother role. Conflicting research, questioning the notion that traditional, idealized views of motherhood are common, suggests that these attitudes are changing. In a 1971 survey of 568 housewives, only 53 percent of them cited motherhood as their major source of fulfillment (Bernard, 1974). Hare-Mustin and Broderick (1979) found that 75 percent of their sample of 301 undergraduate students and their parents rejected the idea that a women's identity depends on her mothering functions. Nearly 75 percent of the sample disagreed with the statement that the mother - child relationship is the essential human relationship.

As dual earner families are becoming more typical; a recurring topic of discussion focuses on the strains experienced in fulfilling work and family obligations (Bronfenbrenner and Crouter, 1982; Coverman, 1986; Moen, 1982; Pleck, 1985; Pleck & Staines, 1985).

Research suggests that work and family lives are not easily balanced within dual earner families. Extensive research documents, for instance, that women

who work outside the home still continue to assume the primary responsibility for homemaking and child-care (Berk and Berk, 1979). In a 1980 United States national survey, working women overwhelmingly reported that they did not have enough time to meet their home and work responsibilities (General Mills, 1981). Other research amply documents similar complaints (Rapoport and Rapoport, 1971; Burke and Weir, 1976; Heckman et al, 1977; Walshok, 1979). It is commonly concluded that working mothers typically carry the double burden of work and household commitments, thus their lives are frequently more hectic, pressured and conflict ridden.

Gray and Weaver (1983), and Hardesty and Betz (1980), identified the multiple role of working mothers as leading to a more complex life style, with a greater number of potential role conflicts. Both Hardesty and Betz (1980), and Johnson & Johnson (1977), identified the primary arena of role strain involved the integration of work and child rearing roles.

Many authors identified time shortage as an important type of work versus family role strain among dual earner families. In a study of 224 dual earner couples, with children aged twelve and under, Moen and Dempster-McClain (1987) found that over half the

mothers preferred to work fewer hours per week, in order to spend more time with their spouse and children. Women working full time were the most likely to want their hours reduced. Preference for reduced work hours provides a further indicator of the competing role strains of work and family.

Birnbaum (1971) noted that although working mothers may experience greater stress, they also express greater self-esteem. Warr & Parry (1982) found working mothers experienced at least as much life satisfaction or well-being as non-working mothers. Baruch, Barnett and Rivers (1983) and Hoffman (1979,1980) identified the factors of enhanced opportunities for social contact, additional sources of self worth, and more avenues for experiencing mastery and competency among employed mothers. In examining the link between mothers' self-esteem and parenting, Chodorow (1978) and Rossi (1968) found mothers who delayed or forgo careers in order to care for young children depend primarily (for self-esteem) on how competently they function as parents. As mothers, rather than fathers, are still expected to be the primary caretakers of young children, their identities were found to be more tied to how they dealt with conflicting demands of family and career. Chodorow

(1978) identified several probable outcomes for mothers who avoided or failed to come to terms with these conflicts, including feelings of resentment, inadequacy in the parenting role or compensation for unfulfilled ambitions by over-involvement in their children's lives.

Self-esteem has been found to be higher in employed mothers. In comparing working women and housewives, Ferre (1976) found generally higher feelings of competence and self-esteem reported among working women. Also greater feelings of social isolation were discovered among housewives. He states "despite the strains of carrying a double role, the woman with a full-time outside job is happier and feels herself to be better off than the full time housewife" (Ferre, 1976, p.439).

Parental Irrational Beliefs Scale

The Parental Irrational Beliefs Scale was developed by Calder (1987) based on the Ellis (1977) concept of irrational ideation. Calder identified much research to substantiate the existence of irrational beliefs in persons who did not seem to cope well with their environments, as well as, research relating

irrational beliefs to generalized stress and anxiety. He identified the fact that no research had been done on irrational beliefs and parental stress in particular.

In a study involving fifty mothers the Parental Irrational Beliefs Scale (P.I.B.S.) was reported to show good internal reliability (Chronbach's alpha = 0.87) and a moderately high relationship (r = 0.49) with parental stress as measured by the Parenting Stress Index (Abidin, 1983). Calder identified the need to replicate the study with a larger group of parents who were more representative of the population as a whole thus portraying the variation in stress represented therein.

The application of the P.I.B.S. to identify irrational beliefs and unrealistic expectations in the parenting role has considerable significance for parent services. Most important is the development of specific counseling and educational treatment programs to reduce dysfunctional idealistic beliefs, thus lowering parental stress.

Parenting Stress Index

The Parenting Stress Index (Abidin, 1983) identifies the sources and magnitude of parent - child stress. Abidin developed the instrument for screening parents who were experiencing stress related to dysfunctional parenting. The current version of the Parenting Stress Index, Form 6, was adopted for use in this study. Three major domains are assessed by the instrument: child characteristics, parent characteristics, and life stress. Each domains is subdivided into several sub-scales. Three sub-scales, selected from the parent characteristics domain, were employed in this study: sense of competence, social isolation, and relationship with spouse.

Existing research related to child development, parent - child interaction, child abuse and neglect, attachment, child psycho-pathology, stress and child rearing, served as the foundation for developing the P.S.I. Variables consistently related to dysfunctional parenting were identified and items were constructed to measure these. Abidin defines the normal range of scores as those between the 15th and 75th percentile rank. Hypotheses and treatment strategies for high scores (total, domain, and sub-scale) are provided.

The norm group for P.S.I. Form 6 (N = 534) was drawn from mothers attending pediatric clinics in the United States. It included mothers with normal children and those having children with behavior and health problems. The following details characterize the normative sample: white - 92%; black - 6%; annual family income less than $10000 - 25%; annual family income greater than $20000 - 25%; college graduates - 33%; age range - 18 to 61 years; mean age - 29.8 years; Mean number of children in the home 1.9; and, target children - age range one month to 19 years, mean age - 14 months, median age - 9 months.

In terms of reliability, four studies reporting test-retest reliability are presented by Abidin. Parent domain correlations ranged from 0.69 to 0.91. Research results indicate relatively high reliability coefficients and support the stability of scores across time intervals.

With respect to validity, the results of correlating P.S.I. scores with those of other child problem or parental anxiety scales, the effects of intervention on P.S.I. scores, and the comparison of high-frequency-stress parent groups with norm groups, suggest that the Parenting Stress Index is measuring important aspects of parental perception vis-a-vis

child characteristics, parental stress, and child rearing problems.

Abidin reported that: "The Parent Domain score was found to be significantly correlated with the State-Trait Anxiety Scale (Speilberger et al, 1970)" and, in fact, "the magnitude of the correlation (0.68) was essentially the same as was found between the two parts of State-Trait Anxiety Instrument (0.72)". Jenkins (1982), in a stepwise multiple regression analysis, reported that the Parent Domain accounted for 61 percent (r=0.78) of the variance with the State-Trait Anxiety Scale of the State-Trait Anxiety Instrument. A separate, but similar, analysis demonstrated that the Parent Domain accounted 73 percent (r=0.82) of the variance with the Trait Anxiety Scale of the same instrument.

Abidin reported Pearson Product-Moment Correlations of 0.48 for sense of competence and social isolation, 0.47 for sense of competence and relationship with spouse, and, 0.52 for social isolation and relationship with spouse.

The literature review suggested the importance of the marital relationship as the first order support system. Perceived sense of social isolation was also

identified as a key component of parent-related stress. Parental perceptions of competence, as understood in the context of social learning theory, provide further understanding regarding parental abilities. Irrational beliefs and their influence on stress in the parenting role was discussed. A need therefore exists to examine the relationships among mothers' sense of competence, social isolation, relationship with spouse, and irrational beliefs.

Research Questions

Based on the literature review, the following research questions were identified.

What relationships exist among sense of competence, social isolation, relationship with spouse, and irrational beliefs?

Do significant differences exist in the mother-related variables for users and non-users of parent services? How might services be improved, given a better understanding of the mother-related variables and their inter-relationships?

Can self efficacy theory be applied to gain insights into parent-related stress?

How do demographic factors, such as number of children, age of eldest child, employment status,

family income, and education level, relate to sense of competence, social isolation, relationship with spouse, irrational beliefs?

Can irrational beliefs theory be applied to assess parental stress?

CHAPTER III

METHODOLOGY

Sampling Procedures

The subjects for this study were two groups of forty mothers who lived in the city of St. Albert, Alberta, Canada. St. Albert is an affluent, suburban community of 40,000 population, which is situated close to a major urban center.

Forty mothers that used the services of St. Albert Parents' Place were compared with forty mothers who had not used parent services.

St. Albert Parents' Place is a non-profit resource center for parents. It is operated by the Society for Education and Support for Parents. The facility offers a resource library and numerous family life education courses and workshops. Support services are provided through informal group discussion, plus individual and family counseling services.

Group one, the non-user group, consisted of forty mothers, married or living common-law, who were parents of children fifteen years of age or younger. These mothers were randomly selected, contacted by telephone, and queried with regard to their willingness to

participate in the study. Approximately one in eight answered phone queries resulted in a willingness to consider completion of the parent survey. Mothers were asked to assist in a study about their perceptions of their parenting role. Eighty percent of hand delivered surveys were completed (40 out of 50).

Group two consisted of forty mothers, married or living common-law, who were parents of children fifteen years of age or younger. They had used the services of a particular parent resource center. The sample was randomly selected from lists of clients who had attended talks, discussion groups, workshops, courses, or counseling sessions at St. Albert Parents' Place. No differentiation was made with regard to respondents who had self-selected services, or those who had been referred by professionals in the community (doctors, social workers, psychologists, or school counselors). Similarly, this group was contacted by telephone regarding their willingness to participate. Group two had an eighty five percent response rate, as 40 out of 47 surveys were completed.

Hypotheses

To investigate relationships among the mother-related variables, sense of competence, irrational beliefs, sense of social isolation, and relationship with spouse, the following hypotheses were posed:

Hypothesis 1: There is a positive relationship between sense of competence and relationship with spouse.

Hypothesis 2: There is a positive relationship between irrational beliefs and social isolation.

Hypothesis 3: There is a negative relationship between sense of competence and irrational beliefs.

Hypothesis 4: There is a negative relationship between sense of competence and social isolation.

Hypothesis 5: There is a negative relationship between relationship with spouse and social isolation.

Hypothesis 6: There is a negative relationship between relationship with spouse and irrational beliefs.

To investigate relationships among mother-related factors (sense of competence, irrational beliefs, sense of social isolation, and relationship with spouse), and the use of parent education and support services, the following hypotheses were posed:

Hypothesis 7: Users of parent education and support services have a lower sense of competence than non-users.

Hypothesis 8: Users of parent education and support services have more irrational beliefs than non-users.

Hypothesis 9: Users of parent education and support services have a greater sense of social isolation than non-users.

Hypothesis 10: Users of parent education and support services have a poorer relationship with spouse than non-users.

Hypothesis 11: Users of parent education and support services have a greater "total stress" than non-users.

To investigate the relationships among mother-related factors and demographic factors (number of children, employment status, income, educational level), the following hypotheses were stated:

Hypothesis 12: There is a positive relationship between education level and mother's sense of competence.

Hypothesis 13: There is a negative relationship between education level and irrational beliefs.

Hypothesis 14: There is a negative relationship

between age of eldest child and irrational beliefs.

Hypothesis 15: There is a negative relationship between age of eldest child and social isolation.

Hypothesis 16: There is a negative relationship between number of children and social isolation.

Hypothesis 17: There is a positive relationship between age of eldest child and relationship with spouse.

Hypothesis 18: There is a positive relationship between family income and relationship with spouse.

Hypothesis 19: There is a positive relationship between employment status and sense of competence.

Hypothesis 20: There is a negative relationship between family income and social isolation.

Treatment of Data

Pearson Product-Moment Correlations were calculated to obtain correlation co-efficients between scores for mother's sense of competence, irrational beliefs, sense of social isolation, and relationship with spouse.

One way analysis of variance was used to determine if there were significant differences in scores for sense of competence, irrational beliefs, sense of

social isolation, and relationship with spouse, for users and non-users of parent education and support services. Total stress, the summation of scores for sense of competence, social isolation, and relationship with spouse, was also examined using one way analysis of variance to determine if there was a significant difference between users and non-users.

Pearson Product-Moment Correlations were also calculated between mother's sense of competence, irrational beliefs, social isolation, relationship with spouse and various demographic factors.

All analyses carried out treated scaled data as interval measures. A significance level of 0.05 was deemed necessary to reject the statistical null hypothesis. Where hypotheses were stated in a directional form, a one tailed test was used to reject the statistical null hypothesis.

Sense of competence and relationship with spouse were measured on an inverse scale. A high score on sense of competence indicates a low level of competence. Similarly, a high score on relationship with spouse indicates a weaker spousal relationship.

CHAPTER IV

FINDINGS

The findings were organized into three sections. A comparison of demographic factors of users and non-users of parent services is presented first. Each hypothesis was stated followed by the test results. Finally, an analysis of respondents' comments was presented.

Hypotheses 1 to 6 dealt with the relationships among mothers' sense of competence, irrational beliefs, social isolation, and relationship with spouse. Relationships among the mother-related variables and the use of parent services were dealt with in hypotheses 7 to 11. Hypotheses 12 to 20 dealt with the relationships among the mother-related variables and the demographic factors: number of children, age of eldest child, employment, family income, and educational level.

Demographic Factors

How do the selected demographic variables differ for users and non-users?

The mean age of mothers in the user group was 32.8 years, compared to 32.9 years in the non-user group.

Users became parents at the mean age of 26.1 years, while the mean age of non-users was 25 years.

Mothers in the user group had an average of 2.2 children. Non-user group mothers averaged 2 children. In both groups the number of children ranged from one to five.

Mean age of the eldest child in the user group was 6.7 years; that of the non-user group was about one year older at 7.75 years. Ages in both groups ranged from one to eighteen years.

There was an 80 percent response rate on gross income by the users. They reported a mean gross income of $42,875 annually. The response rate for non-users was only 62.5 percent with a mean gross income of $45,000 per annum. Incomes ranged in both groups from $15,000 to $85,000 yearly.

Figure 1 depicts differences in employment status for users and non-users. Eleven out of forty mothers in the user group (27.5 percent) were employed outside of home. Those employed worked an average of 18.64 hours per week. Work hours in this group ranged from four to forty hours per week. In contrast, twenty three of the forty mothers in the non-user group (58 percent) were employed outside of home, having an average of 26.9 hours per week of employment. Hours of

FIGURE 1. EMPLOYMENT STATUS: USERS VERSUS NON-USERS

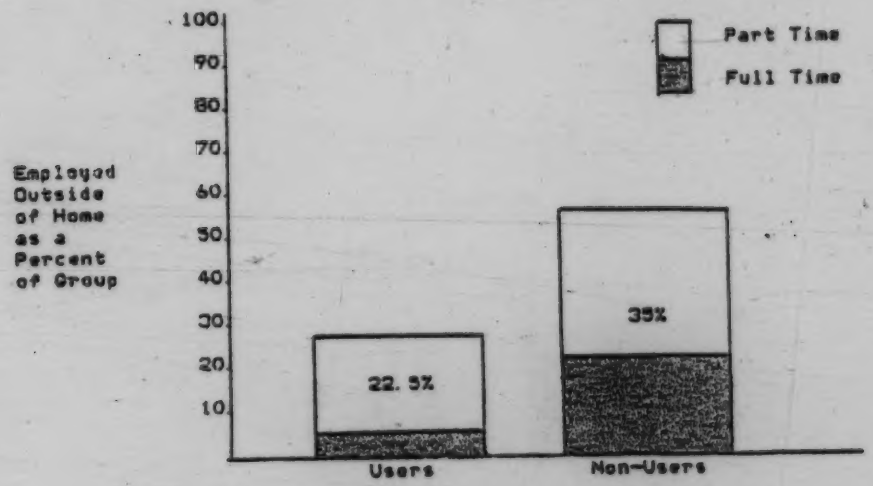
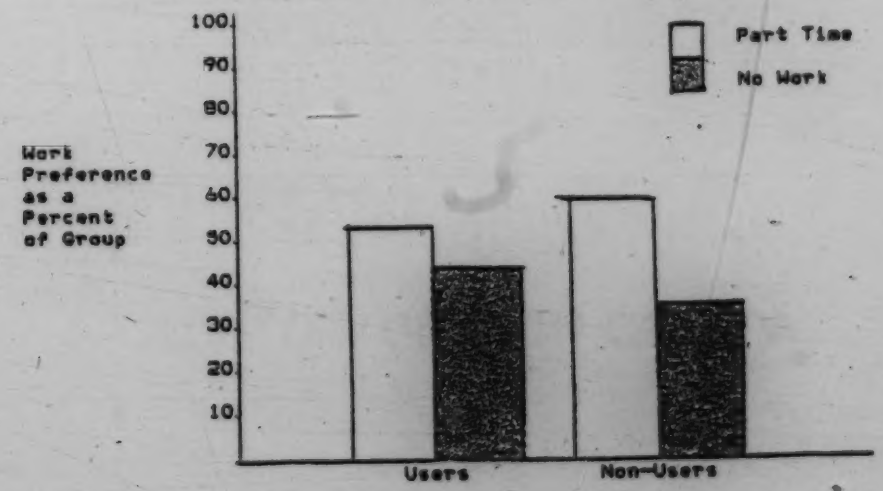


FIGURE 2. WORK PREFERENCES: USERS VERSUS NON-USERS



work for non-user mothers ranged from two to sixty.

Five percent of the users were employed full time, 22.5 percent were part time workers, and 72.5 percent were not employed outside of home. In the case of non-users, about 23 percent of the non-users worked full time, while 35 percent worked part time. Approximately 42 percent of the non-users were not employed outside of home.

The work preferences of users and non-users were compared in Figure 2. The most frequent response to work preference for both groups was to work part time; 52.5 percent of users preferred part time employment, while 59 percent of non-users preferred to work part time. A desire not to be gainfully employed outside of home was reported by 47.5 of users and 36 percent of non-users.

The educational status of mothers ranged from grade nine to graduate degrees in both groups.

The user group reported 22.5 percent had completed graduate or professional school, while 40 percent classed themselves as college graduates. Vocational school or some college was reported by 12.5 percent, and 25 percent had completed grade 9 to 12.

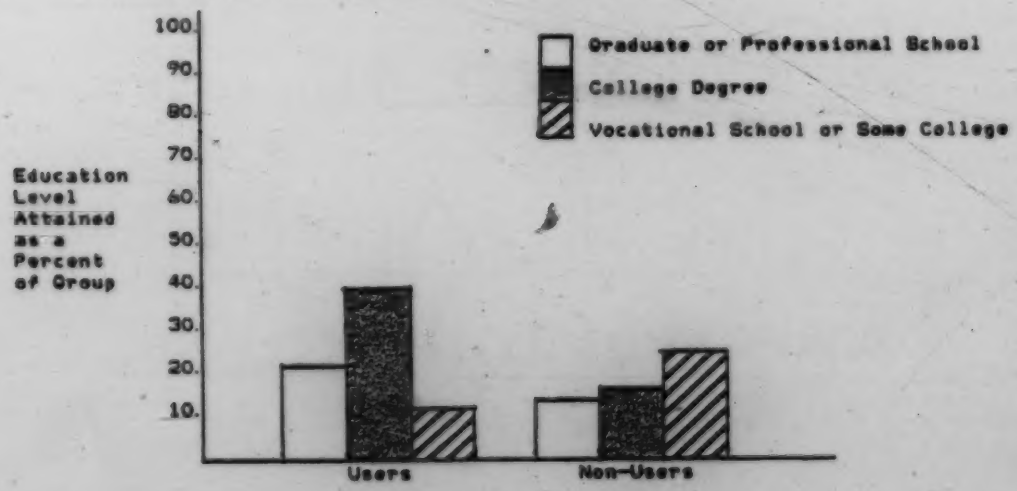
Figure 3 illustrates variations in education

levels for users and non-users.

Non-users reported 15 percent having completed graduate or professional school and 17.5 percent having completed a college degree. Vocational school or some college was reported by 25 percent, while 42.5 percent were reported to have completed grade 9 to 12.

Seventy percent of non-users indicated an awareness of the services of St. Albert Parents' Place.

FIGURE 3. EDUCATIONAL LEVEL: USERS VERSUS NON-USERS



It may be concluded that both users and non-users showed no major demographic differences on the factors of mother's age, age at which they became parents, number of children, age of the eldest child, or gross family income.

Factors which varied between the two groups were: employment status, work preference, and mothers educational level.

Twice as many mothers were employed in the non-user group as compared to the user group. More non-users preferred to work part time or full-time than users. More users preferred not to be employed than did non-users. Almost twice as many users, 62.5 percent, had a college degree or graduate or professional school, as compared to 32.5 percent of non-users.

Hypothesis Testing

Hypothesis 1: There is a positive relationship between sense of competence and relationship with spouse. This hypothesis was supported. Table 1 reports a significant positive correlation for all subjects of $r = 0.4828$ ($p = 0.0000$).

The findings were consistent with the literature reviewed. Much support was given for the assumption

that parents possessing a better marital relationship demonstrate more confidence in parenting (Benedek and James, 1970; Minuchin, 1974). Belsky (1984) recognized that marital intimacy enriched care-taking experiences by enhancing parents' general sense of self worth. Frank, Jacobson, Hole, and Huyck, (1986) found that better marital relationships predicted a greater sense of control in parenting.

The correlation co-efficient of r = 0.4828 calculated for sense of competence and relationship with spouse was almost identical to the P.S.I. correlation of r = 0.47.

As shown in Table 1, there was a much higher correlation for non-users (r = 0.6118, p = .0000) as opposed to users (r = 0.3070, p = 0.0540). In addition, the non-user correlation between sense of competence and relationship with spouse was found to be highly significant. It may be speculated that use of services had some impact on sense of competence. Although users showed poorer spousal relationships than non-users, their sense of competence did not seem to be as greatly affected.

Hypothesis 2: There is a positive relationship between irrational beliefs and social isolation. This

Table 1

PEARSON PRODUCT-MOMENT CORRELATION BETWEEN SENSE OF COMPETENCE AND RELATIONSHIP WITH SPOUSE

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.4828	0000	80
Users	.3070	.0540	40
Non-users	.6118	.0000	40

Table 2

PEARSON PRODUCT-MOMENT CORRELATION BETWEEN IRRATIONAL BELIEFS AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.4846	.0000	80
Users	.4739	.0020	40
Non-users	.5345	.0004	40

hypothesis was supported. The correlation for all subjects was r = 0.4846, with p = 0.0000 (Table 2).

This finding is consistent with the research literature. Resnick et al (1975) believed that parents involved in parent groups are better able to develop more realistic standards through their exposure to other parents. By the same logic, if parents are isolated from others, then there is less opportunity for them to challenge their irrational beliefs. Mitchell and Trickett (1980) discussed the beneficial impact of social support on both psychological and physical health. One can imply that irrational beliefs would be affected.

As shown in Table 2, the correlation for users was r = 0.4739 (p = .0020) and for non-users was r = 0.5345 (p = 0.0004).

Hypothesis 3: There is a negative relationship between sense of competence and irrational beliefs. This hypothesis was supported. Table 3 shows a significant correlation for all subjects of r = -0.4197 (p = 0.0001).

The results agree with Ellis's notion that the better one's emotional health (part of which is sense of competence), the fewer irrational beliefs one will

hold. Cobb (1979) postulated that the belief that one is held in esteem by others gives individuals the confidence to take actions towards eliminating stressful circumstances and to adjust to situations that seemingly cannot be changed (such as irrational beliefs).

As shown in Table 3, the correlation for users was $r = -0.4496$ ($p=.0036$) and for non-users was $r = -0.4866$ ($p = 0.0015$).

Hypothesis 4: There is a negative relationship between sense of competence and social isolation. This hypothesis was supported. The correlation was $r = -0.4254$ ($p = 0.0001$) for all subjects (Table 4). The P.S.I. research correlation for these same factors was a comparable -0.48.

Abernethy (1973) found that for mothers of pre-school children, the presence of a tightly knit social network was positively associated with sense of competence in parents in the care giving role.

As shown in Table 4, the correlation for users was $r = -0.4068$ ($p=.0092$) and for non-users was $r = -0.4286$ ($p = 0.0050$).

Rosow's discussion of the importance of social support and its impact on competency, also lends

Table 3

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN SENSE OF COMPETENCE AND IRRATIONAL BELIEFS

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.4197	.0001	80
Users	-.4496	.0036	40
Non-users	-.4866	.0015	40

Table 4

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN SENSE OF COMPETENCE AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.4254	.0001	80
Users	-.4068	.0092	40
Non-users	-.4286	.0058	40

support to the findings for this hypothesis (Rosow, 1967). Further, Bloom (1979) described social support as a key resource for the promotion of emotional health (a component of which is sense of competence).

Hypothesis 5: There is a negative relationship between relationship with spouse and social isolation. This hypothesis was supported. The high correlation for all subjects between these variables, $r = -0.6136$ with $p = 0.0000$ (Table 5), was even higher than the -0.52 correlation cited in the P.S.I. research.

The findings were consistent with the research literature. Abidin (1983) made the observation that higher social isolation was directly related to a distant relationship with spouse, often lacking in support. Further support is offered in Belsky's statement that "the marital relationship is the first order support system, with the potential for exerting the most positive or negative effect on parental functioning" (Belsky, 1984).

As shown in Table 5, the correlation for users was $r = -0.6224$ ($p=.0000$) and for non-users was $r = -0.6210$ ($p = 0.0000$).

Table 5

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN RELATIONSHIP WITH SPOUSE AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.6136	.0000	80
Users	-.6224	.0000	40
Non-users	-.6210	.0000	40

Table 6

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN RELATIONSHIP WITH SPOUSE AND IRRATIONAL BELIEFS

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.3390	.0021	80
Users	-.4225	.0066	40
Non-users	-.3856	.0140	40

Hypothesis 6: There is a negative relationship between relationship with spouse and irrational beliefs. This hypothesis was supported. There was a significant correlation of $r = -0.3390$ ($p = 0.0021$) for all subjects (Table 6).

Belsky (1984) suggested that marital relationships have an indirect effect on parenting by having an impact on the general psychological well-being of individuals. By extrapolation, irrational beliefs would therefore be influenced by relationship with spouse. The findings for this hypothesis lend further credence to this notion.

It is interesting to note that a higher correlation resulted for users ($r = -0.4225$) than for non-users ($r = -0.3856$). The fact that users showed a poorer relationship with spouse may be a contributing factor.

Hypothesis 7: Users of parent education and support services have a lower sense of competence than non-users. This hypothesis was supported. Users of parent education and support services did manifest a lower sense of competence than non-users. User's mean score for sense of competence was 31.725, as compared to non-user's mean score of 29.075. The difference was

found to be significant as $F(1,78) = 4.563$ and $p = 0.0358$ (at the 0.05 level).

Hypothesis 8: Users of parent education and support services have more irrational beliefs than non-users. This hypothesis was rejected. Users did not manifest higher scores for irrational beliefs than non-users. User's mean score for irrational beliefs was 78.65 and non-user's mean score was 76.85. The difference was found not to be significant.

Hypothesis 9: Users of parent education and support services have a greater sense of social isolation than non-users. This hypothesis was rejected. Users of parent education and support services did not manifest a greater sense of social isolation than non-users. User's mean score for sense of social isolation was 12.10, as compared to non-user's mean score of 11.375. The difference was found not to be significant.

Hypothesis 10: Users of parent education and support services have a poorer relationship with spouse than non-users. This hypothesis was supported, as users of parent education and support services did manifest a poorer relationship with spouse than non-

users. The mean score of users was 19.975, whereas the mean score of non-users 16.650. Using one way analysis of variance (Table 7) the means were compared and the difference was found to be significant at the 0.01 level. $F(1,78) = 10.290$ and $p = .0019$.

Hypothesis 11: Users of parent education and support services have a greater "total stress" than non-users. This hypothesis was supported. Users of parent education and support services did manifest greater "total stress" than non-users. User's mean score for total stress was 63.80, as compared to non-user's mean score of 57.10. The difference was found to be significant at the 0.01 level, $F(1,78) = 7.257$ and $p = 0.0086$ (Table 8).

The non-user/user employment ratio was 2:1, indicating twice as many non-users were employed. It should be noted that despite the attending pressures, role conflicts, and stresses of employed mothers cited in the literature review, user's total stress was still found to be significantly higher. It was interesting to note that labor rates are vary low for the user population considering the education level of the mothers in the user group. Possibly users placed a high value on being home with children, thus leading to

Table 7

ANALYSIS OF VARIANCE

FOR USERS AND NON-USERS AND MOTHER-RELATED FACTORS

	Degrees of Freedom	F Ratio	Significance Level
Sense of Competence	1,78	4.563	.0358
Irrational Beliefs	1,78	.937	.3463
Social Isolation	1,78	.848	.3698
Relationship With Spouse	1,78	10.290	.0019

Table 8

ANALYSIS OF VARIANCE

FOR USERS AND NON-USERS AND TOTAL STRESS

	Degrees of Freedom	F Ratio	Significance Level
Total Stress	1,78	7.257	.0086

higher expectations for their parenting. Chodorow (1978) and Rossi (1968) identified that mothers who delay or forgo careers depend primarily for self-esteem on how competently they function as parents. Chodorow (1978) presented several probable outcomes for mothers who avoided or failed to come to terms with these conflicts, including feelings of resentment, inadequacy in the parenting role or compensation for unfulfilled ambitions by over-involvement in their children's lives. It could also be speculated that users did not have the spousal support to balance work and home commitments. As income did not vary significantly between the two groups, it may be speculated that for many users a second income was not a necessity to maintain a comparable standard of living.

Item analysis offers additional evidence of higher stress among users:

> 20.0% of users, as compared to 27.5% of non-users, felt they handled parenting situations pretty well.
>
> 40.0% of users, as compared to 65.0% of non-users, strongly agreed that they enjoyed the parent role.
>
> 12.5% of users, as compared to 2.5% of non-users, reported some doubts about being able to handle parenting. An additional 2.5% of users said they did not handle parenting well at all.
>
> 27.5% of users, as compared to 7.5% of non-users, felt that being a parent was harder than they expected it to be.

27.5% of users, as compared to 47.5% of non-users, strongly disagreed that their spouse had not given them as much help and support as they had expected.

32.5% of users, as compared to 10.0% of non-users, agreed that having a child had caused more problems in their marital relationship than expected.

35.0% of users, as compared to 17.5% of non-users, agreed that their expectations for family 'togetherness' had not been met.

It could be postulated that users have more time to take the parenting role more seriously than do non-users. This could certainly account for an increased stress load among users. More comments were recorded by users concerning the emotional health of their children, for example.

Perhaps users scored higher on the stress-related items because they were more 'open-minded' in admitting difficulties and more willing to question their parenting capabilities.

Hypothesis 12: There is a positive relationship between education level and mother's sense of competence. This hypothesis was supported. Table 9 shows a positive correlation where $r = 0.3217$ and $p = 0.0036$.

The findings are similar to those of Ballenski and

Table 9

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN EDUCATION LEVEL AND SENSE OF COMPETENCE

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.3217	.0036	80
Users	.3947	.0117	40
Non-users	.4191	.0071	40

Table 10

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN EDUCATION LEVEL AND IRRATIONAL BELIEFS

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.3311	.0027	80
Users	-.4254	.0062	40
Non-users	-.2125	.1881	40

Cook (1982). They reported that variations in education may affect competency.

Non-users were found to have a higher correlation than users for education level and sense of competence. Respective co-efficients of r = 0.4191 (p = 0.0071) and r = 0.3947 (p = .0117) were determined (Table 9).

Hypothesis 13: There is a negative relationship between education level and irrational beliefs. This hypothesis was supported. The correlation for all subjects was r = -0.3311, where p = 0.0027, (Table 10).

In this case, there was a much higher correlation between these variables for users (r = -0.4254, p = 0.0062) than there was for non-users (r = -0.2125, p= 0.1881) as shown in Table 10.

Hypothesis 14: There is a negative relationship between age of eldest child and irrational beliefs. This hypothesis was supported. The correlation for all subjects was r = -0.2689 with p = 0.0159 (Table 11),

Generally speaking, as parenting experience increases, fewer irrational beliefs might be anticipated.

Also, as reported in Table 11, there was a much higher correlation for users (r = -0.4770, p = 0.0019) than there was for non-users (r = -0.1250, p= 0.4423)

It can be speculated that lack of experience in parenting results in greater stress on the marital relationship for users. Some evidence is provided by the strong correlation between age of eldest child and relationship with spouse for users as reported in Table 14.

It would be logical to assume that users of parent education and support services would acquire knowledge and skills which might serve to reduce irrational beliefs. Further, evidence of such a reduction would likely take some time to surface.

Hypothesis 15: There is a negative relationship between age of eldest child and social isolation. This hypothesis was supported, as there was a negative relationship between age of eldest child and social isolation. A correlation of $r = -0.2434$ ($p = 0.0296$) for all subjects, as reported in Table 12, was derived.

There was a higher correlation between these variables for users ($r = -0.3232$, $p = 0.0419$ than there was for non-users ($r = -0.1488$, $p= 0.3596$) as shown in Table 12. The fact that twice as many non-users were employed, as compared to users, may be a factor in the higher correlation. Those who have older children are more likely to be employed. Employed non-users would

Table 11

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN AGE OF ELDEST CHILD AND IRRATIONAL BELIEFS

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.2689	.0159	80
Users	-.4770	.0019	40
Non-users	-.1250	.4423	40

Table 12

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN AGE OF ELDEST CHILD AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.2434	.0296	80
Users	-.3232	.0419	40
Non-users	-.1488	.3596	40

have contact with peers and social relationships outside of the family, which may reduce isolation scores.

Hypothesis 16: There is a negative relationship between number of children and social isolation. This hypothesis was supported. A negative relationship between number of children and social isolation was detected. Table 13 records a correlation for all subjects of $r = -0.2834$ ($p = 0.0109$).

It is postulated that the more children in the family, the less the mother perceives herself as being socially isolated. This may be due, in part, to increased child activity outside of home. Also, the increased efficiency (and reduced stress) that comes with previous experience offers mothers increased time for social interaction.

Since parent education and support programs readily provide ideas for increasing efficiency, decreasing stress, and the like, it is not surprising that the correlation between these variables for users ($r = -0.3650$, $p = 0.0206$ was higher than for non-users ($r = -0.1045$, $p= 0.5210$). The figures are presented in Table 13.

Table 13

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN NUMBER OF CHILDREN AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.2834	.0109	80
Users	-.3650	.0206	40
Non-users	-.2257	.1614	40

Table 14

PEARSON PRODUCT-MOMENT CORRELATION BETWEEN

AGE OF ELDEST CHILD AND RELATIONSHIP WITH SPOUSE

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.2546	.0227	80
Users	.3838	.0145	40
Non-users	.1045	.5210	40

Hypothesis 17: There is a positive relationship between age of eldest child and relationship with spouse. This hypothesis was supported. The correlation for all subjects of $r = 0.2546$, where $p = 0.0227$, denotes a positive relationship (Table 14).

The findings agree with the observations of Rollins and Feldman (1970); the initial years of parenting are a most demanding phases of adjustment, frequently associated with a low point in marital satisfaction.

Non-users were found to have a lower correlation than users for these variables. Respective coefficients of $r = 0.1045$ ($p = 0.5210$) and $r = 0.3838$ ($p = .0145$) were determined (Table 14). Skills and knowledge acquired by users of education and support services might be expected to reduce the negative impact of the onset of parenting on relationship with spouse.

Hypothesis 18: There is a positive relationship between family income and relationship with spouse. This hypothesis was supported. A correlation for all subjects of $r = 0.3331$ ($p = 0.0113$) was found (Table 15).

For this hypothesis, there was a much lower

Table 15

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN FAMILY INCOME AND RELATIONSHIP WITH SPOUSE

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.3331	.0113	57
Users	.1369	.4551	32
Non-users	.5343	.0059	25

Table 16

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN EMPLOYMENT STATUS AND SENSE OF COMPETENCE

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	.2249	.0449	80
Users	.1558	.3371	40
Non-users	.1817	.2617	40

correlation between these variables for users (r = 0.1369, p = 0.0059) than there was for non-users (r = 0.5343, p= 0.4551) as presented in Table 15.

Hypothesis 19: There is a positive relationship between employment status and sense of competence. This hypothesis was supported. The correlation for all subjects r = 0.2249 (p = 0.0449) (Table 16).

The findings agree with Ferre's attestation that higher levels of competence and self-esteem existed among working women (Ferre, 1976). it was further observed, In the literature review, that employment offers women enhanced opportunities for social contact, additional sources of self worth, and more avenues for experiencing mastery and competency (Baruch, Barnett and Rivers, 1983; Hoffman, 1979,1980).

Hypothesis 20: There is a negative relationship between family income and social isolation. This hypothesis was supported. The resulting correlation for all subjects (Table 17) was r = -0.5241 (p = 0.0000).

It is presumed that higher family income might serve to lessen mothers' social isolation since child-care, transportation, activities, and the like, can more readily be afforded. Financial stresses, on the

other hand, may contribute to social isolation. Ballenski and Cook (1982) found financial stress was directly related to other forms of stress.

A much lower correlation existed between these variables for users ($r = -0.3802$, $p = 0.0318$) than for non-users ($r = -0.7105$, $p = 0.0001$) as documented in Table 17.

Table 17

PEARSON PRODUCT-MOMENT CORRELATION

BETWEEN FAMILY INCOME AND SOCIAL ISOLATION

	Pearson Product-Moment Correlation	Significance Level	Sample Size
All Subjects	-.5241	.0000	57
Users	-.3802	.0318	32
Non-users	-.7105	.0001	25

Respondent's Comments

"What types of concerns have you experienced as a parent that have made you question your ability to parent?"

There was a 65 percent response rate from the non-user group, compared to an 88 percent response rate from the users, in response to this question.

From the non-user group, comments varied in the length from a single word to paragraphs, with some comments not particularly related to the question.

Eight comments were related to adverse emotional reaction to the parenting role; from "no preparation, live and learn, societies expectations are too high", to "lack of patience, energy, and time for self". Discipline was the focus of five comments. For example, "giving in too easily", and "not knowing the best way to handle discipline situations". An equal number of comments were made with regard to specific misbehaviors, such as "lying" or "stealing". Over-protection was the general theme of five comments. "Street-proofing", "being overprotective", and "worrying about the future and the unknown" were specific examples. One comment listed health concerns of the child while three listed emotional health

concerns such as "that I instill a sense of worth", or "how to deal with a child's hurt".

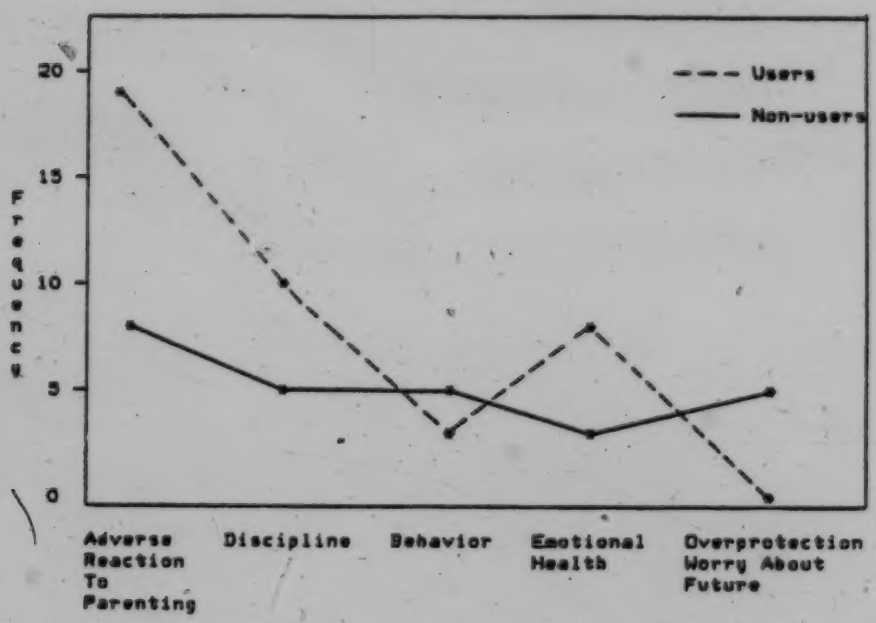
Similarly, user comments ranged from one word to paragraphs with some questionable relatedness to the question.

The emotional aspect of parenting was dealt with in nineteen comments by users. Typical examples were "my frustrations" or "my ability to keep calm and not lose my cool". Discipline was the subject of ten comments. "Discipline" or "appropriate discipline for aggressive violent behavior", were typical examples. Eight comments were related to concerns regarding emotional health of children such as "low self-esteem in children" and "emotional development", while three comments listed a specific behavior problem such as "temper tantrums" and "children fighting".

The comments of users and non-users regarding major parenting concerns were plotted for comparison (Figure 4). More than twice as many users as non-users commented on the emotional impact of parenting. The results were similar with respect to the subject of discipline. Users also demonstrated greater concern for the emotional health of their children, recording three times as many comments as non-users. Over-

FIGURE 4

COMPARISON OF COMMENTS REGARDING PARENTING CONCERNS



(Frequency is the number of comments recorded)

protection or fears for the future was the subject of five non-user comments, while users provided no comments in this category.

"What aspects of child-care and child development has your spouse taken an active role in?"

Both users and non-users showed a 95 percent response rate, in response to this question. Comments for both groups varied in length from a single word to several sentences.

For non-users, sixteen comments denoting very active father participation such as "everything" or "equal" were made. Twelve comments listed physical care or some aspect of physical care like "bathing", "feeding" or "child-care". Playing with the child (or children) was listed in ten comments. School or learning related participation such as "helping with homework", "attending school functions" or "teaching thinking games" was the subject of nine comments. Participation in children's activities outside of home, as exemplified by "sports coaching" or "activities outside of home", was listed in nine comments. Discipline was the subject of eight comments. Three comments reflected negatively on the fathers participation: "none", "only financial", and "most of

the child-care has been left up to me". Emotional support was cited in two non-user comments.

By users, nineteen comments were made which described fathers participation in aspects of physical care. Typical were statements like "dressing and feeding" or "physical care". Generalized comments with regard to very active father participation such as "everything", or "equal" were reported in eleven comments. Nine comments in each of the areas of discipline and activities outside of home were recorded. Both play and school related comments were the subject of seven comments. Two negative comments which described father participation were "spouse has very little patience with children" and "only if mother is out". Emotional support in the parenting role was recorded in two comments.

In conclusion, comments by the user and non-user groups were comparable in the areas of play, discipline, sports or cultural activities outside of the home, as well as, school or teaching related participation.

Fewer of the users reported generalized statements such as everything or equal sharing. However, more of the users made specific comments related to physical

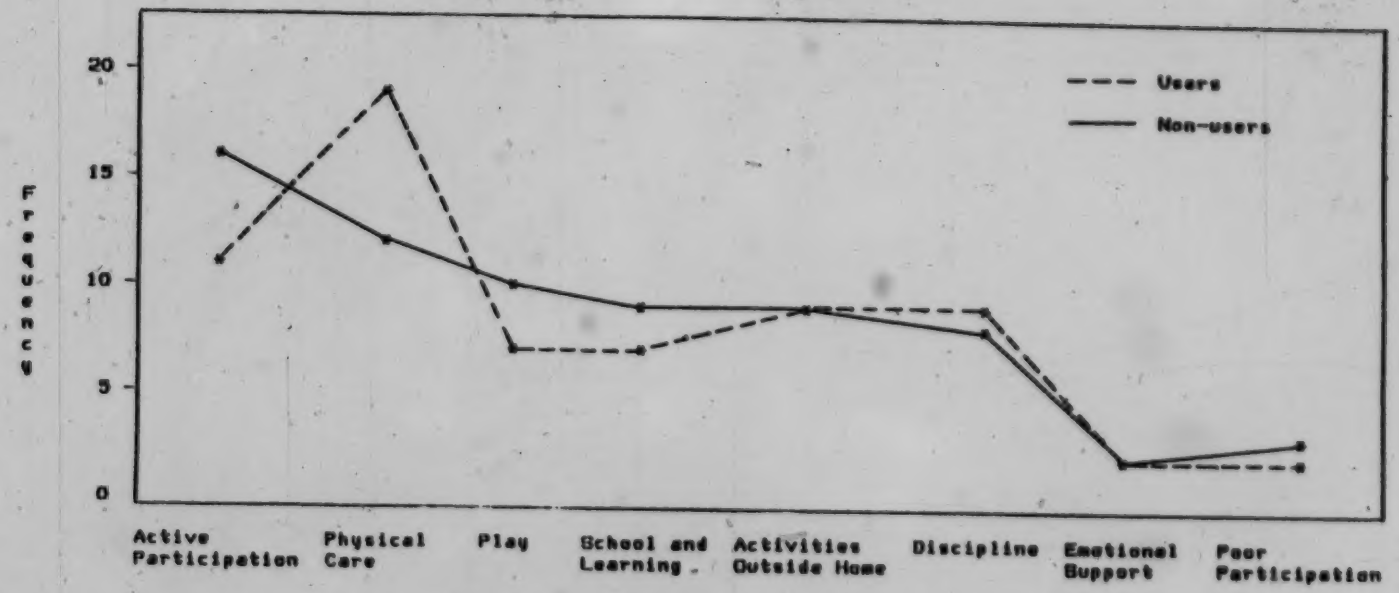
care.

Users and non-users had comments with respect to positive emotional support. A limited number of comments reflecting negatively on the father's lack of support were also offered by respondents from both groups.

Figure 5 graphically compares the comments of users and non-users regarding their spouse's role.

FIGURE 5

COMPARISON OF COMMENTS REGARDING ROLE OF SPOUSE



(Frequency is the number of comments recorded)

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary of Findings

The subjects for this study were two groups of forty mothers residing in the city of St. Albert. Forty mothers who used the services of St. Albert Parents' Place, a facility offering a resource library, family life education courses, workshops, informal discussion groups, and individual and family counseling, were compared with forty mothers who did not use parent services.

The non-user group consisted of forty mothers, married or living common-law, who were parents of children fifteen years of age or younger. They were randomly selected, contacted by telephone, and asked to assist in a study about mothers perceptions of their parenting role.

The user group consisted of forty mothers, married or living common-law, who were parents of children fifteen years of age or younger. They had used the services of a parent resource center. The sample was randomly selected from lists of clients who had attended St. Albert Parents' Place. Similarly, this

group was contacted by telephone regarding their willingness to participate.

Surveys were hand delivered and retrieved.

Correlations between the mother-related variables revealed positive relationships between sense of competence and relationship with spouse, and between irrational beliefs and social isolation. Negative relationships were found between: sense of competence and irrational beliefs, sense of competence and social isolation, relationship with spouse and social isolation, and relationship with spouse and irrational beliefs.

As hypothesized, it was found that users of parent services had lower sense of competence, inferior spousal relationships, and greater total stress compared to non-users. Statistical significance could not be established for the hypothesis that users had more irrational beliefs than non-users, or for the hypothesis that users had greater social isolation than non-users.

Hypotheses involving mother-related variables and demographic factors were unanimously supported. The analysis revealed negative relationships between: education level and irrational beliefs, age of eldest child and irrational beliefs, age of eldest child and

social isolation, number of children and social isolation, and, family income and social isolation. Positive relationships were found between: education level and sense of competence, age of eldest child and relationship with spouse, family income and relationship with spouse, and, employment status and sense of competence.

The results permit the compilation of the following profile of typical users of parent education and support services. Users were more highly educated, less likely to be gainfully employed, perceived less satisfaction in their relationship with spouse, and reported less support from their spouse with respect to child-rearing. Users had a lower sense of competence and more total stress than non-users. Twice as many users as non-users commented on the emotional impact of parenting. Although users showed a slightly greater sense of social isolation, this was not found to be significant.

Implications

Self-efficacy theory and irrational beliefs theory are relevant to the study of the parenting-related stress. The integration of social learning theory and

irrational beliefs theory will benefit theory development in parent education.

Providers of parent education and support services must place a greater emphasis on personality variables. Future planning and development should be aimed at increasing parental sense of competence and decreasing parental sense of social isolation. As irrational beliefs were found to be correlated with sense of competence and social isolation, cognitive strategies, resulting in the questioning of irrational beliefs, may prove to be more functional than other stress reduction techniques.

As users of parent services perceived a poorer relationship with spouse, a continued emphasis on improving the marital relationship was implied. This notion is of particular importance since relationship with spouse was highly related to sense of competence, social isolation, and irrational beliefs.

Parents of young children appeared to be in high need of support. Age of eldest child was related to irrational beliefs, social isolation, and relationship with spouse. Increased promotion and delivery of services targeted to this group is imperative.

As employment and non-use of services were related, more evening and weekend services to meet the

needs of dual income couples and to encourage the involvement of fathers, would be desirable.

The parent survey (Appendix A) was found to be an effective instrument with a few exceptions. The item that queried hours of services used did not allow for separation of first time users from those who extensively utilized services. The ability to differentiate might have facilitated a greater understanding of the impacts of services on the mother-related variables under study. Likewise, there was no attempt to differentiate between self referral and those referred by professionals. Finally, analyses involving family income were restricted due to the 71 percent response.

The findings of this study indicate that irrational beliefs measured using the P.I.B.S. were correlated with sense of competence, social isolation and relationship with spouse measured using the P.S.I.

The parent survey may be utilized as a practical tool to measure variables contributing to parent-related stress. This provides a base for the development and application of therapeutic and educational strategies.

The survey showed 30 percent of non-users were

unaware of the services of St. Albert Parents' Place. A ongoing need for public awareness of parent services is indicated.

Future Research

Further research would be desirable on understanding parents perceptions of their parenting role. Additional personality and social support factors could be explored.

There is a need to replicate this study on a more diverse socio-economic population.

This study examined only mother-related variables. As fathers are taking a more active role in child-rearing, a similar study examining these dimensions with the father and the family system is suggested.

Future research examining the age of the parent and how it relates to personality and support factors is suggested.

Further studies differentiating first time users from those who use services extensively, would be useful to facilitate a greater understanding of the impact of services vis-a-vis the mother related variables.

Examining services by type (courses, workshops, discussion groups, counseling) and by duration of use,

would assist in evaluating the comparative impact different services have on the mother-related variables.

Analysis of the value mothers place on the parenting role could provide useful insights into parenting-related stress.

A study of the benefits of expanding pre-natal classes to include parenting and the impact of child-rearing on the marital relationship, would be useful; particularly from the viewpoint of preventative strategies.

The influence of parents' perceptions on the quality of parent - child interactions would be an interesting area for study.

More research is required regarding the effects of cultural variations and marital status on perceptions of parenting competency and stress.

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APPENDIX A

Parent Survey

Parent Survey Fall - 87

1. Age ____

2. What was your age when your first child was born ? ___

3. Number of children ____

4. Age of oldest child ___

5. Gross family income ____

6. How many hours per week are you gainfully employed outside of home ____

7. Given the choice, which would you prefer
   (1) to be at home full time _____
   (2) to work outside of home part time _____
   (3) to work outside of home full time _____

8. What were the highest levels in school or college you and the child's father/mother have completed? (circle your response)

   Mother:
   1. 1-8 grade
   2. 9-12 grade
   3. Vocational or some college
   4. college graduate
   5. Graduate or professional school

9. Father;
   1. 1-8 grade
   2. 9-12 grade
   3. Vocational or some college
   4. college graduate
   5. Graduate or professional school

10. Have you heard of St. Albert Parents' Place ?
    yes __ no __

11. Have you participated in any of the services offered at St. Albert Parents' Place ?
    yes __ no __

12. If you answered yes to question number 11 please indicate the approximate number of participant hours. _____

13. When I think about myself as a parent I believe (circle your response):

    1. I can handle anything that happens,
    2. I can handle most things pretty well,
    3. Sometimes I have doubts, but find that I handle most things without any problems,
    4. I have some doubts about being able to handle things,
    5. I don't think I handle things very well at all.

14. I feel that I am (circle your response);

    1. a very good parent,
    2. a better than average parent,
    3. an average parent,
    4. a person who has some trouble being a parent,
    5. not very good at being a parent.

The questions on the following pages ask you to mark an answer which best describes your feelings, please mark the answer which comes closest to describing how you feel. YOUR FIRST REACTION TO EACH QUESTION SHOULD BE YOUR ANSWER. Please feel free to substitute son or daughter for the word child if more applicable.

Please mark the degree to which you agree or disagree with the following statements by filling in the number which best matches how you feel. If you are not sure, please fill in #3

1	2	3	4	5
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE

Example; 1 2 3 4 5 I enjoy going to the movies. (If you sometimes enjoy going to the movies, you would fill in #2..)

1 STRONGLY AGREE	2 AGREE	3 NOT SURE	4 DISAGREE	5 STRONGLY DISAGREE

15. When my son or daughter came home from the hospital, I had doubtful feelings about my ability to handle being a parent. 1 2 3 4 5

16. Being a parent is harder than I thought it would be. 1 2 3 4 5

17. I feel capable and on top of things when I am caring for my son or daughter. 1 2 3 4 5

18. I can't make decisions without help. 1 2 3 4 5

19. I have had many more problems raising children than I expected. 1 2 3 4 5

20. I enjoy being a parent. 1 2 3 4 5

21. I feel that I am successful most of the time when I try to get my child to do or not do something. 1 2 3 4 5

22. Since I brought my last child home from the hospital, I find that I am not able to take care of this child as well as I thought I could. I need help. 1 2 3 4 5

23. I often have the feeling that I cannot handle things very well. 1 2 3 4 5

24. Since having my child, my spouse (male/female friend) has not given me as much help and support as I expected. 1 2 3 4 5

25. What aspects of child care and child development has your spouse taken an active role in ?

_____

_____

_____

_____

1 STRONGLY AGREE	2 AGREE	3 NOT SURE	4 DISAGREE	5 STRONGLY DISAGREE

26. Having a child has caused more problems than I expected in my relationship with my spouse (male/female friend). 1 2 3 4 5

27. Since having a child my spouse (Or male/female friend) and I do not do as many things together. 1 2 3 4 5

28. Since having my child, my spouse (or male/female friend) and I don't spend as much time together as a family as I had expected. 1 2 3 4 5

29. Since having my last child, I have had less interest in sex. 1 2 3 4 5

30. Having a child seems to have increased the number of problems we have with in-laws and relatives. 1 2 3 4 5

31. Having children has been much more expensive than I had expected. 1 2 3 4 5

32. I feel alone and without friends. 1 2 3 4 5

33. When I go to a party I usually expect not to enjoy myself. 1 2 3 4 5

34. I am not as interested in people as I used to be. 1 2 3 4 5

35. I often have the feeling that other people my own age don't particularly like my company. 1 2 3 4 5

36. When I run into a problem taking care of my children I have a lot of people to whom I can talk to get help or advice. 1 2 3 4 5

1 STRONGLY AGREE	2 AGREE	3 NOT SURE	4 DISAGREE	5 STRONGLY DISAGREE

37. Since having children I have a lot fewer chances to see my friends and to make new friends. 1 2 3 4 5

38. I must always be a loving parent in order to gain the approval of my child. 1 2 3 4 5

39. It is terrible when my child is not the way I would like him or her to be. 1 2 3 4 5

40. I have no choice but to feel hurt when criticized as a parent. 1 2 3 4 5

41. I constantly worry that some harm may come to my child. 1 2 3 4 5

42. I feel I must deal with discipline problems when they happen. 1 2 3 4 5

43. Whether I am a good or a bad parent depends entirely on the way I was raised as a child. 1 2 3 4 5

44. I get terribly upset when I see people treating their children differently than I would. 1 2 3 4 5

45. I feel that is only one right way to raise children. 1 2 3 4 5

46. Parents must be loved by their children. 1 2 3 4 5

47. If I am not a perfect parent then I am a failure. 1 2 3 4 5

48. When I say things to my child which I don't really mean I feel that I am basically a bad person. 1 2 3 4 5

1	2	3	4	5
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE

49. I constantly worry that I will make a terrible mistake as a parent.	1	2	3	4	5
50. I have faith in my own ability to deal with most problems that I may encounter with as a parent.	1	2	3	4	5
51. I can learn from my experiences as a child and use them to become a better parent.	1	2	3	4	5
52. I feel that there is a perfect solution to every problem I encounter with my child.	1	2	3	4	5
53. When my child does something wrong I feel that I have failed as a parent.	1	2	3	4	5
54. When I do something as a parent which I feel is wrong it means that I am a bad person and should be punished.	1	2	3	4	5
55. It is terrible when I cannot give my child the things I would like to give.	1	2	3	4	5
56. I feel that I have no choice but to feel angry when my child does something wrong.	1	2	3	4	5
57. When I have a problem with my child I feel it is best to wait and see if it fixes itself.	1	2	3	4	5
58. Whenever I have to make a decision concerning my child I ask someone for advise.	1	2	3	4	5
59. I am constantly bothered by the problems other people have in raising children.	1	2	3	4	5

60. What types of concerns have you experienced as a parent that have made you question your ability to parent ?

_____

_____

_____

_____

APPENDIX B

Respondents Comments

Question 25. What aspects of child care and child development has your spouse taken an active role in ?

Non-users

SURVEY NUMBER	RESPONDENTS COMMENTS
1	discipline, guidance, activities, support, and love.
2	feeding and playing.
3	more involved with twins when they were babies. Father is busy with extra work, but does play when he has time.
4	plays with older child.
5	takes child to day-care and church, reads and interacts willingly.
6	playing, talking, and school work.
7	playing, reading, teaching and thinking games.
9	everything, diaper changing, feeding, bathing, disciplining, playing, and teaching.
10	discipline, constructive activities - sports and crafts.
11	child-care shared equally.
12	feeding, baby-sitting, school interviews, sports coaching, discipline, manners, responsibilities of children.
13	bathing, feeding, all aspects.
14	every aspect
15	equal part in all aspects. House father for 2 years.
16	bathes, feeds, dresses, discipline, plays with them, and attends school functions.
17	absolutely everything.

18	equal sharing, baby-sitting, helps at school and play school.
20	every aspect of child-care
21	homework, encourages and attends outside activities, strong emotional support.
22	feeding, playing, getting up at night, child-care.
23	discipline, recreation, teaching, and care.
24	everything.
25	education, care, music, dance, sports.
26	playing, care, feeding, and changing.
27	all aspects.
28	everything.
29	child-care, activities.
30	discipline.
31	activities out of home, reading, art, creative ideas to stimulate children.
32	playing, reading to children.
33	housework, plays with children.
34	all aspects.
35	feeding, changing, reading, sports, lessons, general nurturing.
36	very little until child was old enough to participate verbally, now participates in all areas.
37	very good and responsible father.
38	none, only financial.

39 sports, parent-teacher interviews, most of the child-care has been left up to me.

40 occasional fishing and camping. Father is not interested in sports. Mother takes them to games, shopping, etc.

Users

SURVEY NUMBER	RESPONDENTS COMMENTS
51	decision making, care as they get older.
52	all areas, changing diapers, child-care.
53	decision making, play and care.
54	teaching academic skills - reading, cub leader
55	outdoor play, rough-housing, hockey. To a limited extent bathing, feeding, changing and laundry.
56	did everything with eldest child, with second child he has helped by changing diapers,
57	discipline, education, sports, changing diapers, etc.
58	looking after.
59	most things - physical care, bed time, baby-sitting, playing, rough-housing, ball, etc.
60	more physical care than development.
61	dressing, feeding, playing, some discipline.
62	baby-sits while mom works, supports child's hockey interests, shares hobbies, and interest in school programs.
63	total care, homework, piano practice.
64	playing, feeding, changing.
65	everything, but not always consistent with discipline.
66	bathing, feeding, reading stories, very supportive in all aspects.

67 physical care, involvement in children's activities, emotional support for mother and children.

68 spends time only if mother is out. Spouse has very little patience with children.

69 feeding, bathing, dressing, playing, educating, loving, parenting courses, everything but clothes buying.

71 discipline, basic needs - bathing, diaper changing. Sensitive to emotional needs.

73 most supportive; everything - bathing, putting to bed, reading stories, playing, and reading.

74 plays with them, takes them places, spends quality time as they get older.

75 playing with children..

76 major role on school parent council, cub leader, day-care organizer. Takes over household while I am at work or school.

77 feeding, diapering, school activities, homework, parenting course for teens, household and extra curricular activities.

78 every aspect - changing diapers, baby-sitting, preparing meals, and discipline.

79 all, but purchasing clothing.

80 everything.

81 one on one contact, reading development, grooming and discipline.

82 baby-sitting.

83 everything.

84 discipline, one on one time, staying home so I get a break.

85 talks with them, disciplines once in a while.

86 feeding, bathing, bedtime routines.

87 physical care, bathing, dressing, and discipline.

88 hugs, and loves special day or moment.

89 active role in most areas - bathing, discipline, baby-sitting.

90 reading stories, bike riding, trips to museum, shopping.

Question 60. What types of concerns have you experienced as a parent that have made you question your ability to parent ?

Non-users

SURVEY NUMBER	RESPONDENTS COMMENTS
1	all parents question their ability all we can do is our best and pray.
2	do i give in too much? Instead of being strong and giving a definite no, I try to focus on something else to avoid an upset.
3	emotionally and physically zapped 24 hours a day. No preparation - live and learn. Societies expectations are too high. Too little value is attached to staying home to raise children.
4	none.
5	lack of patience, lack of energy, and lack of time for self. Being over-protective, worrying about the future and the unknown. Wanting things to be perfect most of the time.
6	none.
7	discipline - child repeatedly misbehaves. Not knowing the best way to handle situations. Becoming impatient in myself and getting angry at child.
9	The fact that my oldest son does not have a good friend.
11	none
12	amount of time they receive - on bad days they receive the brunt of my feelings. That I can instill a sense of worth.

13 none.

14 when a child gets into trouble, When a child skips school.

15 street-proofing. Other children who are not properly raised - too aggressive.

16 ability to get children to cooperate with simple chores. Over-reacting then feeling guilty.

17 school related problem with one child, a serious fire bug problem with another. These problems are personality related, not a reflection of my ability.

18 as they grow so do we and will make some mistakes, but do the best job we can.

20 nothing at present.

21 concerns regarding long-term influences of world troubles, violence on television, peer pressure.

24 discipline - how to be effective, but not end up with resentment.

25 concerns regarding raising children, but not that they question my ability to parent.

29 concerns regarding influence of peers, availability of drugs, etc. Today's children are unsure of themselves, and some parents don't care.

30 question lack of respect and selfishness. Listening at times. Lying and stealing.

31 over-protecting from unsuitable television programs and playmates. Emphasized non-sexist ideas.

32 wants children to be well adjusted; feels that religious guidelines and values will help.

34 Parent effectiveness should be mandatory for all parents.

35 none.

36 how to deal with child's hurt. How much support is enough? Am I doing my part? Feeling torn between meeting kids needs and spouses needs.

38 none on a day to day basis. Stress due to asthma, allergies, severe spasmodic croup.

Users

SURVEY NUMBER	RESPONDENTS COMMENTS
51	my frustrations.
52	I have had concerns, but I don't question my ability as a parent because of them.
53	disagreements with spouse on issues related to child.
54	temper tantrums, low self-esteem in children.
55	patience, consistency, lack of ability to keep calm and not lose my cool (when rushed or stressed).
56	none.
57	rebellious behavior as they begin to exert their own authority. Eldest baby had colic.
58	discipline.
59	concerns arise from own feelings of no confidence - no preparation for raising children. I am learning as the need arises and as our children grow.
60	discipline, time spent with children, emotional development.
61	time commitment, no privacy, financial commitment, balancing child and personal needs, discipline without devaluing feelings, physical exhaustion from continuous care.
62	child had poor attitude toward school. Did I handle this situation appropriately? Could I have helped in this situation or would that have made it worse?
63	active, aggressive behavior in second child.
64	not correctly reading child's cries.

65 losing my temper, not being able to provide enough opportunities for children.

67 no present concerns so far, ask in 5 years.

68 sibling rivalry, impatience, consistency in discipline, overwhelmed with responsibility as father is too busy or too tired.

69 initial inability to bond, parent has problems with quick temper and screaming.

73 concerned about ability to handle anger; I know I am not perfect, nor are my children.

74 son is hyperactive which causes strain - physical and emotional. When to discipline. Second child is easy don't want one to grow up good at the expense of the other.

75 none.

76 none.

77 both children do poorly in school. One has a learning disability, the other lacks motivation. Jealous of parents whose children sail through school with little effort. Difficult to be loving and democratic. We need to take a break and reassess our parenting strategies. Sometimes it's just too much !

78 appropriate discipline for aggressive, violent behavior to spank or allow child to get away with it.

79 I have an anxiety disorder. I fear if it is triggered I may not be up to the demands of parenting. if something terrible happened to my child I fear-I would lose my sanity.

80 when they do not assume responsibilities I think they should. Ability to parent is related to self-esteem.

81 follow through on decisions, sticking to no.

82 punishment for bad behavior, lack of communication, lack of patience.

83 dealing with temper, loss of control, recognizing children as people who have distinct personalities.

84 children fighting.

85 lots of problems when children are older.

86 coping when husband is away for weeks at a time.

87 first child has been labeled as active, difficult child. She is strong, quick tempered, a challenge to live with.

88 when dealing with anger of the child.

90 dealing with sibling rivalry, giving them self-esteem.

APPENDIX C

The Eleven Major Irrational Ideas - Ellis

The Eleven Major Irrational Ideas Stated By Ellis (1962,pp.60-88)

1. It is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in his community.

2. One should be thoroughly competent, adequate, and achieving in all possible respects, if one is to consider oneself worthwhile.

3. Certain people are bad, wicked, or villainous and that they should be severely blamed and punished for their villainy.

4. It is awful and catastrophic when things are not the way one would very much like them to be.

5. Human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.

6. If something is, or may be, dangerous or fearsome, one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.

7. It is easier to avoid than to face certain life difficulties and self-responsibilities.

8. One should be dependent on others and needs someone stronger than oneself on whom to rely.

9. One's past history is an all-important determiner of one's present behavior and that because something once strongly affected one's life, it should indefinitely have a similar effect.

10. One should become quite upset over other people's problems and disturbances.

11. There is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

APPENDIX D

Distribution of Responses by Question

Distribution of Responses by Question

Question Number:		Response Number 1	2	3	4	5
7	Non-Users	14/35.0%	23/57.5%	3/ 7.5%	0/ 0.0%	0/ 0.0%
	Users	19/47.5%	21/52.5%	0/ 0.0%	0/ 0.0%	0/ 0.0%
	All	33/41.3%	44/55.0%	3/ 3.8%	0/ 0.0%	0/ 0.0%
8	Non-Users	6/15.0%	7/17.5%	10/25.0%	17/42.5%	0/ 0.0%
	Users	9/22.5%	16/40.0%	5/12.5%	10/25.0%	0/ 0.0%
	All	15/18.8%	23/28.8%	15/18.8%	27/33.8%	0/ 0.0%
9	Non-Users	6/15.0%	9/22.5%	7/17.5%	15/37.5%	3/ 7.5%
	Users	12/30.0%	10/25.0%	11/27.5%	6/15.0%	1/ 2.5%
	All	18/22.5%	19/23.8%	18/22.5%	21/26.3%	4/ 5.0%
13	Non-Users	5/12.5%	11/27.5%	23/57.5%	1/ 2.5%	0/ 0.0%
	Users	1/ 2.5%	8/20.0%	25/62.5%	5/12.5%	1/ 2.5%
	All	6/ 7.5%	19/23.8%	48/60.0%	6/ 7.5%	1/ 1.3%
14	Non-Users	7/17.5%	16/40.0%	17/42.5%	0/ 0.0%	0/ 0.0%
	Users	5/12.5%	19/47.5%	14/35.0%	2/ 5.0%	0/ 0.0%
	All	12/15.0%	35/43.8%	31/38.8%	2/ 2.5%	0/ 0.0%
15	Non-Users	9/22.5%	16/40.0%	0/ 0.0%	13/32.5%	2/ 5.0%
	Users	10/25.0%	12/30.0%	2/ 5.0%	11/27.5%	5/12.5%
	All	19/23.8%	28/35.0%	2/ 2.5%	24/30.0%	7/ 8.8%
16	Non-Users	4/10.0%	10/25.0%	3/ 7.5%	20/50.0%	3/ 7.5%
	Users	0/ 0.0%	5/12.5%	3/ 7.5%	21/52.5%	11/27.5%
	All	4/ 5.0%	15/18.8%	6/ 7.5%	41/51.3%	14/17.5%
17	Non-Users	2/ 5.0%	35/87.5%	2/ 5.0%	1/ 2.5%	0/ 0.0%
	Users	3/ 7.5%	24/60.0%	11/27.5%	2/ 5.0%	0/ 0.0%
	All	5/ 6.3%	59/73.8%	13/16.3%	3/ 3.8%	0/ 0.0%
18	Non-Users	19/47.5%	20/50.0%	1/ 2.5%	0/ 0.0%	0/ 0.0%
	Users	9/22.5%	25/62.5%	4/10.0%	2/ 5.0%	0/ 0.0%
	All	28/35.0%	45/56.3%	5/ 6.3%	2/ 2.5%	0/ 0.0%
19	Non-Users	6/15.0%	28/70.0%	1/ 2.5%	5/12.5%	0/ 0.0%
	Users	2/ 5.0%	15/37.5%	8/20.0%	13/32.5%	2/ 5.0%
	All	8/10.0%	43/53.8%	9/11.3%	18/22.5%	2/ 2.5%
20	Non-Users	26/65.0%	13/32.5%	0/ 0.0%	0/ 0.0%	1/ 2.5%
	Users	16/40.0%	20/50.0%	3/ 7.5%	0/ 0.0%	1/ 2.5%
	All	42/52.5%	33/41.3%	3/ 3.8%	0/ 0.0%	2/ 2.5%

Question Number:		Response Number 1	2	3	4	5
	Non-Users	4/10.0%	34/85.0%	2/ 5.0%	0/ 0.0%	0/ 0.0%
21	Users	2/ 5.0%	26/65.0%	6/15.0%	5/12.5%	1/ 2.5%
	All	6/ 7.5%	60/75.0%	8/10.0%	5/ 6.3%	1/ 1.3%
	Non-Users	24/60.0%	10/25.0%	5/12.5%	0/ 0.0%	1/ 2.5%
22	Users	18/45.0%	18/45.0%	3/ 7.5%	1/ 2.5%	0/ 0.0%
	All	42/52.5%	28/35.0%	8/10.0%	1/ 1.3%	1/ 1.3%
	Non-Users	8/20.0%	29/72.5%	2/ 5.0%	1/ 2.5%	0/ 0.0%
23	Users	12/30.0%	20/50.0%	5/12.5%	3/ 7.5%	0/ 0.0%
	All	20/25.0%	49/61.3%	7/ 8.8%	4/ 5.0%	0/ 0.0%
	Non-Users	19/47.5%	13/32.5%	2/ 5.0%	4/10.0%	2/ 5.0%
24	Users	11/27.5%	16/40.0%	4/10.0%	6/15.0%	3/ 7.5%
	All	30/37.5%	29/36.3%	6/ 7.5%	10/12.5%	5/ 6.3%
	Non-Users	14/35.0%	17/42.5%	2/ 5.0%	4/10.0%	3/ 7.5%
26	Users	3/ 7.5%	16/40.0%	5/12.5%	13/32.5%	3/ 7.5%
	All	17/21.3%	33/41.3%	7/ 8.8%	17/21.3%	6/ 7.5%
	Non-Users	5/12.5%	13/32.5%	0/ 0.0%	17/42.5%	5/12.5%
27	Users	0/ 0.0%	12/30.0%	2/ 5.0%	21/52.5%	5/12.5%
	All	5/ 6.3%	25/31.3%	2/ 2.5%	38/47.5%	10/12.5%
	Non-Users	14/35.0%	17/42.5%	1/ 2.5%	7/17.5%	1/ 2.5%
28	Users	5/12.5%	16/40.0%	5/12.5%	14/35.0%	0/ 0.0%
	All	19/23.8%	33/41.3%	6/ 7.5%	21/26.3%	1/ 1.3%
	Non-Users	7/17.5%	17/42.5%	3/ 7.5%	12/30.0%	1/ 2.5%
29	Users	7/17.5%	16/40.0%	2/ 5.0%	13/32.5%	2/ 5.0%
	All	14/17.5%	33/41.3%	5/ 6.3%	25/31.3%	3/ 3.8%
	Non-Users	16/40.0%	18/45.0%	3/ 7.5%	2/ 5.0%	1/ 2.5%
30	Users	11/27.5%	12/30.0%	5/12.5%	6/15.0%	6/15.0%
	All	27/33.8%	30/37.5%	8/10.0%	8/10.0%	7/ 8.8%
	Non-Users	5/12.5%	13/32.5%	3/ 7.5%	16/40.0%	3/ 7.5%
31	Users	0/ 0.0%	16.40.0%	3/ 7.5%	16/40.0%	5/12.5%
	All	5/ 6.3%	29/36.3%	6/ 7.5%	32/40.0%	8/10.0%
	Non-Users	17/42.5%	18/45.0%	2/ 5.0%	2/ 5.0%	1/ 2.5%
32	Users	14/35.0%	21/52.5%	2/ 5.0%	3/ 7.5%	0/ 0.0%
	All	31/38.8%	39/48.8%	4/ 5.0%	5/ 6.3%	1/ 1.3%

Question Number:		Response Number 1	2	3	4	5
	Non-Users	16/40.0%	22/55.0%	1/ 2.5%	1/ 2.5%	0/ 0.0%
33	Users	18/45.0%	19/47.5%	3/ 7.5%	0/ 0.0%	0/ 0.0%
	All	34/42.5%	41/51.3%	4/ 5.0%	1/ 1.3%	0/ 0.0%
	Non-Users	21/52.5%	16/40.0%	0/ 0.0%	3/ 7.5%	0/ 0.0%
34	Users	18/45.0%	18/45.0%	2/ 5.0%	2/ 5.0%	0/ 0.0%
	All	39/48.8%	34/42.5%	2/ 2.5%	5/ 6.3%	0/ 0.0%
	Non-Users	21/52.5%	17/42.5%	2/ 5.0%	0/ 0.0%	0/ 0.0%
35	Users	13/32.5%	21/52.5%	5/12.5%	0/ 0.0%	1/ 2.5%
	All	34/42.5%	38/47.5%	7/ 8.8%	0/ 0.0%	1/ 1.3%
	Non-Users	12/30.0%	20/50.0%	4/10.0%	4/10.0%	0/ 0.0%
36	Users	7/17.5%	22/55.0%	6/15.0%	5/12.5%	0/ 0.0%
	All	19/23.8%	42/52.5%	10/12.5%	9/11.3%	0/ 0.0%
	Non-Users	4/10.0%	18/45.0%	3/ 7.5%	14/35.0%	1/ 2.5%
37	Users	4/10.0%	18/45.0%	2/ 5.0%	13/32.5%	3/ 7.5%
	All	8/10.0%	36/45.0%	5/ 6.3%	27/33.8%	4/ 5.0%
	Non-Users	1/ 2.5%	4/10.0%	10/25.0%	21/52.5%	4/10.0%
38	Users	2/ 5.0%	5/12.5%	6/15.0%	23/57.5%	4/10.0%
	All	3/ 3.8%	9/11.3%	16/20.0%	44/55.0%	8/10.0%
	Non-Users	0/ 0.0%	7/17.5%	5/12.5%	24/60.0%	4/10.0%
39	Users	1/ 2.5%	3/ 7.5%	10/25.0%	24/60.0%	2/ 5.0%
	All	1/ 1.3%	10/12.5%	15/18.8%	48/60.0%	6/ 7.5%
	Non-Users	2/ 5.0%	11/27.5%	2/ 5.0%	21/52.5%	4/10.0%
40	Users	1/ 2.5%	10/25.0%	11/27.5%	15/37.5%	3/ 7.5%
	All	3/ 3.8%	21/26.3%	13/16.3%	36/45.0%	7/ 8.8%
	Non-Users	3/ 7.5%	13/32.5%	7/17.5%	15/37.5%	2/ 5.0%
41	Users	1/ 2.5%	6/15.0%	10/25.0%	21/52.5%	2/ 5.0%
	All	4/ 5.0%	19/23.8%	17/21.3%	36/45.0%	4/ 5.0%
	Non-Users	11/27.5%	24/60.0%	2/ 5.0%	3/ 7.5%	0/ 0.0%
42	Users	10/25.0%	23/57.5%	2/ 5.0%	4/10.0%	1/ 2.5%
	All	21/26.3%	47/58.8%	4/ 5.0%	7/ 8.8%	1/ 1.3%
	Non-Users	0/ 0.0%	8/20.0%	0/ 0.0%	21/52.5%	11/27.5%
43	Users	1/ 2.5%	2/ 5.0%	6/15.0%	17/42.5%	14/35.0%
	All	1/ 1.3%	10/12.5%	6/ 7.5%	38/47.5%	25/31.3%

Question Number:		Response Number 1	2	3	4	5
	Non-Users	1/ 2.5%	6/15.0%	7/17.5%	21/52.5%	5/12.5%
44	Users	0/ 0.0%	3/ 7.5%	8/20.0%	27/67.5%	2/ 5.0%
	All	1/ 1.3%	9/11.3%	15/18.8%	48/60.0%	7/ 8.8%
	Non-Users	0/ 0.0%	1/ 2.5%	2/ 5.0%	22.55.0%	15/37.5%
45	Users	0/ 0.0%	0/ 0.0%	1/ 2.5%	22/55.0%	17/42.5%
	All	0/ 0.0%	1/ 1.3%	3/ 3.8%	44/55.0%	32/40.0%
	Non-Users	7/17.5%	17/42.5%	12/30.0%	4/10.0%	0/ 0.0%
46	Users	7/17.5%	16/40.0%	13/32.5%	2/ 5.0%	2/ 5.0%
	All	14/17.5%	33/41.3%	25/31.3%	6/ 7.5%	2/ 2.5%
	Non-Users	0/ 0.0%	3/ 7.5%	2/ 5.0%	21/52.5%	14/35.0%
47	Users	0/ 0.0%	0/ 0.0%	2/ 5.0%	19/47.5%	19/47.5%
	All	0/ 0.0%	3/ 3.8%	4/ 5.0%	40/50.0%	33/41.3%
	Non-Users	0/ 0.0%	5/12.5%	8/20.0%	24/60.0%	3/ 7.5%
48	Users	0/ 0.0%	5/12.5%	4/10.0%	24/60.0%	7/17.5%
	All	0/ 0.0%	10/12.5%	12/15.0%	48/60.0%	10/12.5%
	Non-Users	0/ 0.0%	5/12.5%	2/ 5.0%	26/65.0%	7/17.5%
49	Users	0/ 0.0%	2/ 5.0%	7/17.5%	23/57.5%	8/20.0%
	All	0/ 0.0%	7/ 8.8%	9/11.3%	49/61.3%	15/18.8%
	Non-Users	7/17.5%	33/82.5%	0/ 0.0%	0/ 0.0%	0/ 0.0%
50	Users	7/17.5%	27/67.5%	6/15.0%	0/ 0.0%	0/ 0.0%
	All	14/17.5%	60/75.0%	6/ 7.5%	0/ 0.0%	0/ 0.0%
	Non-Users	10/25.0%	23/57.5%	4/10.0%	3/ 7.5%	0/ 0.0%
51	Users	5/12.5%	30/75.0%	5/12.5%	0/ 0.0%	0/ 0.0%
	All	15/18.8%	53/66.3%	9/11.3%	3/ 3.8%	0/ 0.0%
	Non-Users	2/ 5.0%	5/12.5%	5/12.5%	20/50.0%	8/20.0%
52	Users	0/ 0.0%	1/ 2.5%	3/ 7.5%	20/50.0%	16/40.0%
	All	2/ 2.5%	6/ 7.5%	8/10.0%	40/50.0%	24/30.0%
	Non-Users	0/ 0.0%	1/ 2.5%	4/10.0%	24/60.0%	11/27.5%
53	Users	0/ 0.0%	1/ 2.5%	4/10.0%	27/67.5%	8/20.0%
	All	0/ 0.0%	2/ 2.5%	8/10.0%	51/63.8%	19/23.8%
	Non-Users	0/ 0.0%	0/ 0.0%	3/ 7.5%	16/40.0%	21/52.5%
54	Users	0/ 0.0%	1/ 2.5%	2/ 5.0%	19/47.5%	18/45.0%
	All	0/ 0.0%	1/ 1.3%	5/ 6.3%	35/43.8%	39/48.8%

Question Number:		Response Number 1	2	3	4	5
55	Non-Users	1/ 2.5%	3/ 7.5%	6/15.0%	21/52.5%	9/22.5%
	Users	1/ 2.5%	5/12.5%	2/ 5.0%	23/57.5%	9/22.5%
	All	2/ 2.5%	8/10.0%	8/10.0%	44/55.0%	18/22.5%
56	Non-Users	0/ 0.0%	3/ 7.5%	3/ 7.5%	27/67.5%	7/17.5%
	Users	0/ 0.0%	2/ 5.0%	7/17.5%	22/55.0%	9/22.5%
	All	0/ 0.0%	5/ 6.3%	10/12.5%	49/61.3%	16/20.0%
57	Non-Users	0/ 0.0%	4/10.0%	8/20.0%	18/45.0%	10/25.0%
	Users	0/ 0.0%	1/ 2.5%	15/37.5%	20/50.0%	4/10.0%
	All	0/ 0.0%	5/ 6.3%	23/28.8%	38/47.5%	14/17.5%
58	Non-Users	1/ 2.5%	3/ 7.5%	3/ 7.5%	25/62.5%	8/20.0%
	Users	0/ 0.0%	5/12.5%	3/ 7.5%	27/67.5%	5/12.5%
	All	1/ 1.3%	8/10.0%	6/ 7.5%	52/65.0%	13/16.3%
59	Non-Users	0/ 0.0%	2/ 5.0%	3/ 7.5%	26/65.0%	9/22.5%
	Users	0/ 0.0%	1/ 2.5%	3/ 7.5%	24/60.0%	12/30.0%
	All	0/ 0.0%	3/ 3.8%	6/ 7.5%	50/62.5%	21/26.3%